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ABSTRACT

This primer was developed to help secondary school home economics teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in home economics classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; (7) a bibliography of books and articles related to reading; and (8) an appendix featuring a sewing glossary. (CJ)

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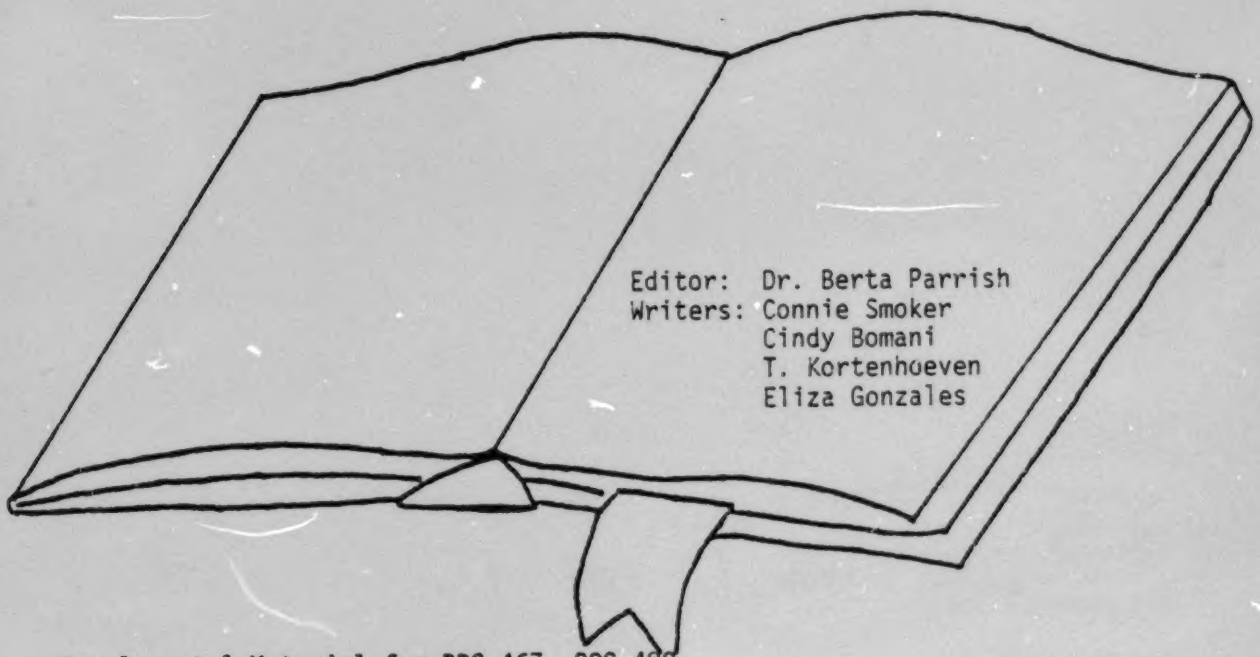
A HOME ECONOMICS TEACHERS' PRIMER TO READING



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Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544.

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PREFACE

This primer was written as a class project in RDG 467, Spring 1978. The students were Home Economics teachers from many states with years of experience. Before coming to Arizona and taking the required certification courses in reading, they never considered the role of reading related practices in their subject area. The activities and philosophy of this primer reflect how reading can be successfully integrated into the Home Economics curriculum to improve the students' vocabulary, comprehension and study skills as they are needed to succeed in Home Economics. The ideas and suggested lessons are practical. Most have been classroom tested through the RDG 480 practicum experience. This primer compliments the Fall, 1978 RDG 467/480 Syllabus which provides instruction in how to develop the sample lessons and teaching methods described.

The Home Economics teacher relies heavily on the reading/thinking skills. Interpreting a sewing pattern, creating a well balanced meal, and even following a recipe require literal understanding and critical interpretation. Most Home Economic classes use at least one textbook, numerous brochures, pamphlets, and other supplemental material. All require a sophisticated reading response. Most high school students need specific instruction tailored to the particular demands of this subject.

I know the idea of reading/study/thinking skills in a Home Economic class is new to many. Just have an open mind when you read this primer, try out and experiment with these or similar activities and experience for yourself their effectiveness and value. Since this is a "primer", it is just a "beginning"...it is up to you, the reader or student, to go beyond.

ACKNOWLEDGEMENTS

This primer is a reality because of the creative work of the students and teachers whose names appear on the title page. They relied on selected assignments and activities previously turned in for RDG 467, materials in the Reading Resource Room, textbooks on reading, and most of all, their own practical knowledge of home economic education. A word of thanks to Miss Ann Gottsdanker who served as advisor and inspiration for this group. I would also like to give special thanks to Mrs. Dorolis Wade, secretary to the secondary reading staff, for her excellent typing and proofreading.

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READING SKILLS AND HABITS NEEDED IN THE AREA OF HOME ECONOMICS

To cope with the word form and symbol form of the special vocabulary of foods, clothing, interior design, family relations, child development and other courses in the home economics curriculum.

To learn new and totally different meanings for already-known words, e.g., fold (in egg whites) and bias.

To cope with abbreviations.

To use definitions from specialized dictionaries and glossaries and to extract appropriate definitions from standard dictionaries.

To use the organization of the textbook advantageously.

To proceed accurately step by step on the basis of printed instructions and directions.

To extract information from graphs, charts, tables, and pattern guides.

To select from words problems relevant data needed for problem solving and to estimate answers.

To identify strategies and language of propaganda and persuasion.

To locate and collect data, using the tools of research.

To keep up on current happenings, recent findings, innovations, and advancement through professional and popular media articles.

To admust direction to fit everyday needs.

To care for and use appliances and other products according to manufacturer's instructions.

To compute per unit cost, e.g., to divide price by quantity indicated on cans, boxes and other types of packaging.

To integrate factual information into concepts.

To compare and contrast different methods, e.g., of food preparation, of clothing and designing techniques.

To distinguish between principle and application.

To distinguish between cause and effect, e.g., in human behavior as studied in family relations and child development; in economic phenomonon (supply and demand.)

To adopt a rate appropriate to material and purpose for reading material.

To determine the relevancy of the material to a given topic; That is, the understanding that, although a statement may be important, it may not be relevant for the purpose.

To check the validity of a statement against other statements in the same book against other statements by different authors.

To detect the difference between a statement of fact and a statement of opinion and the understanding that a printed statement is not a true statement.

To check the competence and detect the bias of an author.

To use ones own experiences in appraising what one has read.

To realize the power of words; emotive words, sensory impressions, figurative expressions.

To expand author's thoughts beyond statements on a printed page.

Evaluating the reading abilities, interests and attitudes of the students.

Introduction to
Student Reading Ability in Home Economics.

The ability to read and comprehend educational material presented in the field of Home Economics depends a great deal on the enthousiasm and dedication of the instructor, however, the student should not only possess an instrutional readability level and a basic understanding of vocabulary but also show an interest in the subject matter presented. Many students may read, adequately, the brightly colored, flashing page advertising their favorite recordings but fail to read and comprehend the textbook or cookbook used in the eighth curriculum of Home Economics.

It is imperative, that the teacher attempts to transfer her knowledge and interest in the subject matter to the students and creates a willingness to listen, read, comprehend and use the materials.
In order to secure a high degree of success in her method of teaching she must first examine these points.

A. Student readability.
B. Utilization of textbook(s) comprehensible by the students.
C. Presentation of educational materials ascertaining maximum student interest.
D. Adoption and utilization of additional textbook(s) to be used by the student who has not yet reached the instructional reading level.
E. Time to work with these students on a semi-individual basis to avoid lack of interest and frustration.
F. Create student interest and incentive with the presentation of additional projects to be completed by the "bright" student.
G. Develop and utilize audio-visual aids, games, research projects and questionnaires aimed to increase student interest.

These points combined with the knowledge of the student's background, his sense of motivation and basic knowledge of vocabulary make a course in any of the many branches of Home Economics a success.

Sample of:

INTEREST INVENTORY.

Name:_____ Grade:_____ Date:_____

Please, answer all questions.

1. Do you like to read?
2. What is the title of the book you like best?
3. Do you like to read:
   - very much _____
   - on rainy days only _____
   - not very much _____
   - not at all _____
4. Do you like to read the newspaper?
5. What portion of the newspaper do you read?
   - front page news _____
   - business section _____
   - fashion section _____
   - home decorating section _____
   - cooking section _____
   - comic section _____
   - farm section _____
6. Do you borrow books from the Library?
7. What book do you choose:
   - novel _____
   - love story _____
   - adventure _____
   - biography _____
   - animal stories _____
8. Do you like to read magazines?
9. What kinds of magazines do you read?
10. What do you like to do in your spare time?
11. What do you like to do on week-ends?
12. Do you discuss the book you read with your friends?

Sample of:

INCOMPLETE SENTENCE TEST.

Name:_____ Grade:_____ Date:_____

Please, finish ALL sentences.

1. My hobbies are:
   (name 3)

2. Going to school is

3. Doing home work is

4. After school I like to

5. I like to read

6. I would like to become a

7. I usually help my mother with

8. I sometimes help my father with

9. I like to take care of

10. In the summer vacation I like to

11. I like to cook

12. I would like to learn more about

Sample of:

SCALE TO MEASURE ATTITUDES TOWARD READING.

Name:_____ Grade:_____ Date:_____

Read ALL questions and circle the letter that stands for the answer you like best.

A. I strongly agree.
B. I agree.
C. I am undecided.
D. I disagree.
E. I strongly disagree.

1.	Books make good presents	A B C D E
2.	Books are boring	A B C D E
3.	I don't like to read	A B C D E
4.	Reading is a spare time hobby	A B C D E
5.	I like to skim through my new textbooks	A B C D E
6.	Buying books to read is a waste of money	A B C D E
7.	Cartoons are fun to read	A B C D E
8.	I can find in books what I don't know	A B C D E
9.	I like to read the book after I have seen the movie.	A B C D E
10.	I like to see the movie first and then read the book.	A B C D E
11.	I like to read magazines because I like to know more about:	
	fashion designing	A B C D E
	sewing	A B C D E
	child care	A B C D E
	nutrition	A B C D E
	working in a hospital	A B C D E

A SCALE TO MEASURE ATTITUDES TOWARDS HOME ECONOMICS

Directions: Read each of the statements below. Circle the letter that stands for the answer you like best.

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

Home economics is for girls but not for boys.	A B C D E
Learning to sew is important.	A B C D E
Learning to cook is important.	A B C D E
Home economics involes more than just cooking and sewing.	A B C D E
Some people were made to sew and cook.	A B C D E
Home economics is dull.	A B C D E
I'll never use what I have learned in this class again.	A B C D E
I think I can learn more about myself in this class.	A B C D E
Home economics shouldn't be a required class.	A B C D E
Boys shouldn 't be allowed in home economics classes.	A B C D E
Sewing is a good way to spend some spare time.	A B C D E
Talking about proper eating habits is a waste of time.	A B C D E
I can learn all I need to know about home economics at home.	A B C D E
Cooking is boring.	A B C D E
Spending money on material is a waste.	A B C D E
I don t like talking in a group.	A B C D E
Talking about marriage is dumb at my age.	A B C D E
I'll never be a good cook.	A B C D E
There are many things I'd like to learn while in this class.	A B C D E
I don't think home economics is given a fair chance.	A B C D E
I would like to become a home economist.	A B C D E
I would like to become a home economics teacher some day.	A B C D E
I'll never understand why people like to sew.	A B C D E
I'm all thumbs when it comes to working with my hands.	A B C D E

Additional comments gladly accepted.

PRE-TEST

Name _____

This pre-test has been given to you in order to determine just exactly what and how much you already know in the area of home economics. This test will not be graded. Take your time and fill in as much as possible.

1. Have you sewn before?
2. If so, to what extent?
3. Have you done any cooking on your own?
4. If so, to what extent?
5. Which do you prefer, cooking or sewing?
6. Why?
7. Do you enjoy sitting in a group and talking?
8. What do you enjoy talking about?
9. What do you think is taught in a home economics class?
10. What would you like to have taught in this class?
11. Why?
12. Do you think home economics is an important class?
13. Why?
14. What is a pattern?
15. What are the basic four?
16. What does interfacing do?
17. What is a bobbin?
18. Where is the bobbin located?
19. Why are the basic four important?
20. What would you like to cook while in this class?
21. What is etiquette?
22. How do you scald something?
23. What is a home economist?
24. What is the purpose of home economics?

Please feel free to add anything you feel important for me to know.

CLOZE TEST

Preliminary Preparation.

Most vegetables grow near or in the ground. They (are) contaminated by dirt, spray, (sand), and various kinds of (microorganisms), some of which are (acquired) from the soil and (some) from the many contacts (incident) to marketing. Thorough washing (in) water safe for drinking (is) essential. A stiff vegetable (brush) is often necessary to (aid) in the removal of (dirt). If vegetables are to (be) consumed raw, extra care (is) needed in cleaning them. (All) spoiled and discolored portions (should) be trimmed off. If (pods), such as lima beans (and) pea pods, are very (dirty), they should be washed (before) being shelled. Leafy vegetables (should) have all undesirable leaves (and) coarse stems removed. The (usable) leaves require washing through (several) waters to remove all (grit). In washing, lift the (vegetable) out of the wash (water) so that the heavier (particles) of dirt will remain (in) the water or wash (under) running water.

Roots and (tubers) that are covered with (skins) may or may not (have) skins removed, depending on (the) method to be used (in) cooking them and depending (in) part on the vegetalbe (itself). Beets, for example, should (not) be peeled unless they (are) to be diced or (sliced) and cooked in a (closely) covered container with little (or) no water. The red (coloring) matter of

beets is very soluble in water and is best protected from loss by being cooked in the skins with the roots and two or more inches of the tops left on.

Carrots are delicious cooked in their skins and scraped after cooking. If plunged into cold water after boiling, they are easily skinned and they retain their sweetness and nutrients better than when scraped before cooking. If the method of preparation requires that carrots have the skin removed before cooking, they should be scraped rather than pared to retain more of the vitamins and minerals. Some roots and tubers have skins too thick to be removed by scraping, but in such cases paring should be as thin as possible. Such vegetables usually have a valuable layer of nutrients lying directly under the skin.

Hughes, O. and Marion Bennion. Introductory Foods (Fifth Edition). New York: The Macmillan Company,1972, p.74.

HOME ECONOMICS GROUP READING INVENTORY

Directions for the diagnostic survey test are based on a Home Economics textbook.

I. Use between 26-30 questions.

II. Write questions designed to measure the following reading skills in the proportions shown below.

A. Using parts of the book (5 questions)

B. Using resource (library) material (4 questions)

C. Using maps, pictures, charts, ect. (4 questions)

D. Vocabulary (3 questions)

E. Noting the main idea (3 questions)

F. Noting pertinent supporting details (3 questions)

G. Drawing conclusions (3 questions)

H. Noting the organization of the material (1 question)

III. Choose a reading selection of not more than 3-4 pages.

IV. Have questions of skills D through H-- vocabulary, main ideas, details conclusions, and organization -- based on the reading selection.

V. In administering the inventory:

A. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As the test is given, let the students know the skill being measured.

B. Read each question twice.

C. Write the page reference of each question on the blackboard as the question is read if the student is to refer to the textbook.

VI. A student is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong.

HOME ECONOMICS GROUP READING INVENTORY

Parts of book

1. On what page would you find the table that shows, "Parts of plants commonly used as vegetables." (Shows use of Table Contents)

2. What does the term augratin mean in cooking? (Shows use of glossary)

3. What is the equivalent of one liter in quarts? (Shows use of appendix)

4. If you wanted to extend or find additional information on a certain subject dealt with in your text where would you begin to look? (Shows use of additional references, provided for use, at the end of the chapter)

5. In what part of the book would you look to find the page reference of this topic: Food Preservation? (Shows purpose of index)

Use of Resources

6. What library aid will tell you the library number of the book, Introductry Foods, so you would be able to find it on the self? (Shows knowledge of card catalog function)

7. What is a biograph? (Shows knowledge of one type of reference book)

8. Name one set of encyclopdias. How are the topics in them arranged? (Shows knowledge of a type of reference material)

9. Name a library guide that will help you find a specific magazine article. If you were to give a report in class and you knew that most of your information would be in current magazines, what guide would you use that would tell you what magazine(s) and what issue of it to use for information on your topic? (Shows knowledge of a type of library guide to research)

Use of maps, charts, etc.

10. What does the chart on page 129 show you? (Shows an understanding of fundamental idea of the chart)

11. What is the purpose of the rulers seen in the pictures on page 148 and 149? (Shows ability to read and interpet information given in picture form)

12. Looking at the diagram on page 415, find the approximate growth limit for yeasts in peaches processed at 212 F. (Shows ability to read information given in diagram form)

13. Turn to page 238. Eggs are sorted for size into weight classes. How many weight classes are there? How does an egg change physically as they drop in grade? (Shows ability to understand in interpret pictures)

Read pages 256 to 259.

Understanding vocabulary

14 Define a triglyceride.

15. When processing fats what did the author mean when he stated that fats commonly used in food preparation do not occure free in nature?

16. Give one example of a plastic food.

Noting the main idea

17. Butter making is an example of what type of action?

18. What is the major difference between butter and margarine?

19. Would you use lard in your baked products? Why?

Noting Details

20. What type of emulsion is butter?

21. Cottonseed oils, refined and partically hydrogenated have been extensively used in margarines in recent years, but why?

22. What are the two most desirable properties of lard?

Drawing conclusions

23. An alternate for butter was discovered in 1869, but until the last ten years, the alternate was not widely accepted by the public, why?

24. Give an example of a solid triglyceride, a liquid triglyceride.

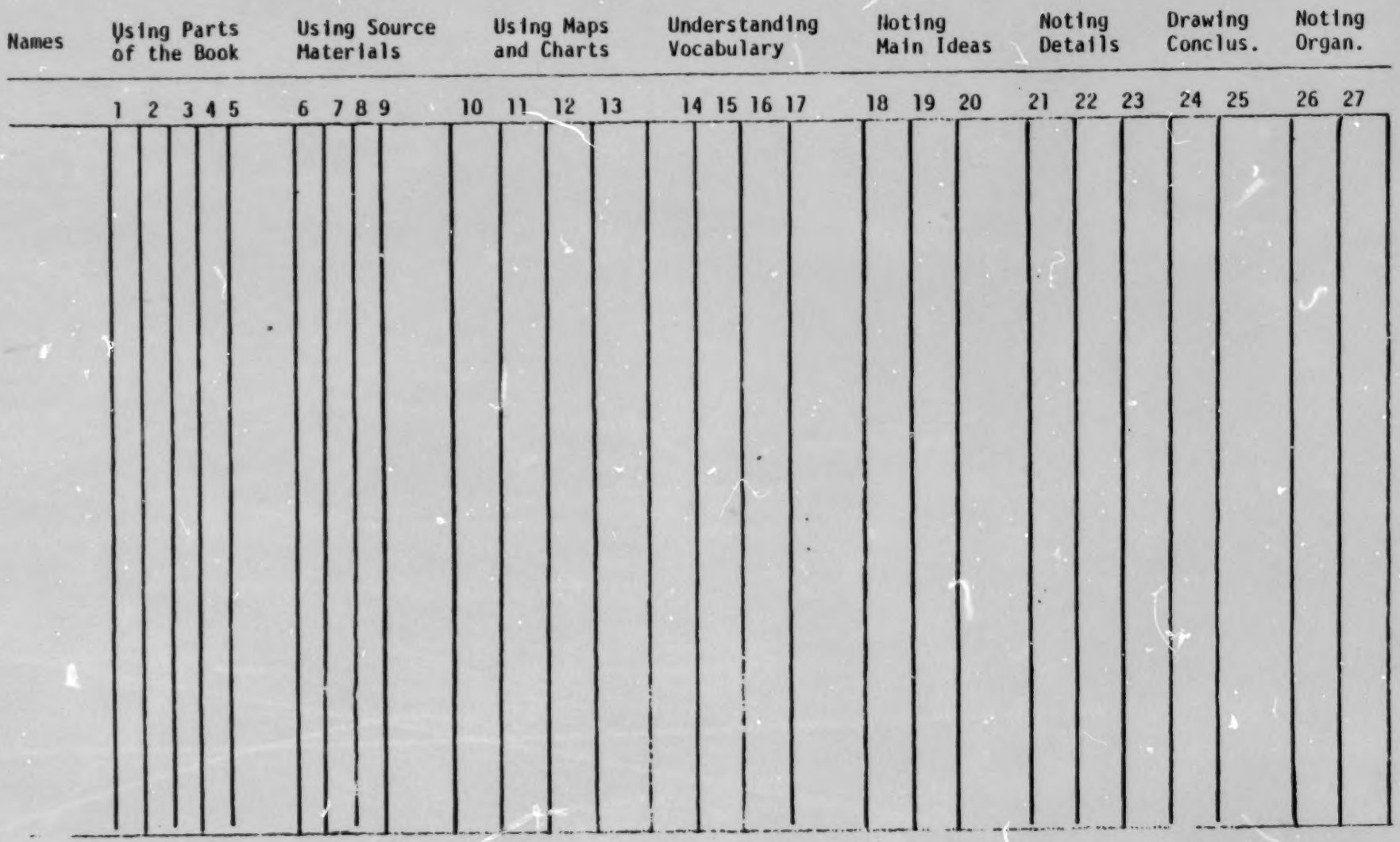
25. In the balanced meal of, meat loaf, baked potato with sour cream, corn, and buttered roll, is there more vizable or invizable fat?

Seeing Organization

26. "Each author follows an outline in writing the information in your textbook. In looking through Chapter ten write down the author's first main topic." or "If you were to outline the material that you have read, what would be the I, II, III, main topics of your outline?"

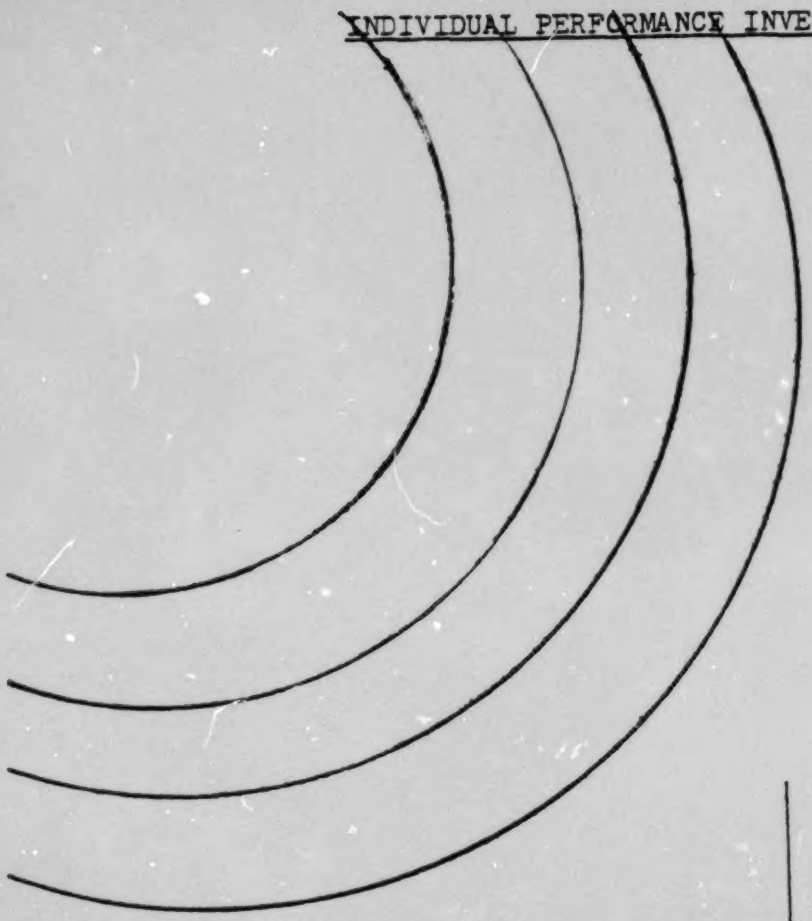
Hughes Osee and Marion Bennion, Introductory Foods. Macmillan Company, New York, 1972.

GROUP READING INVENTORY HOME ECONOMICS SKILLS


Names
Using Parts of the Book
Using Source Materials
Using Maps and Charts
Understanding Vocabulary
Noting Main Ideas
Noting Details
Drawing Conclus.
Noting Organ.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

Place a check mark under the number of the question which was missed and alongside the name of the student who missed it.

INDIVIDUAL PERFORMANCE INVENTORY



STITCHING CHART

Name _____

Step 1 Stitch the straight lines at 6 stitches per inch.

Step 2 Pivot the corners by leaving the needle down and raising the presser foot. Line the presserfoot with the line, lower foot and continue to the end. (Stitch at 10 stitches per inch)

Step 3 Stitch the curved lines with a stitch length of 12 stitches per inch.

Selecting Appropriate Instructional Materials

-2

Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe*, *IRA*, *1945*, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

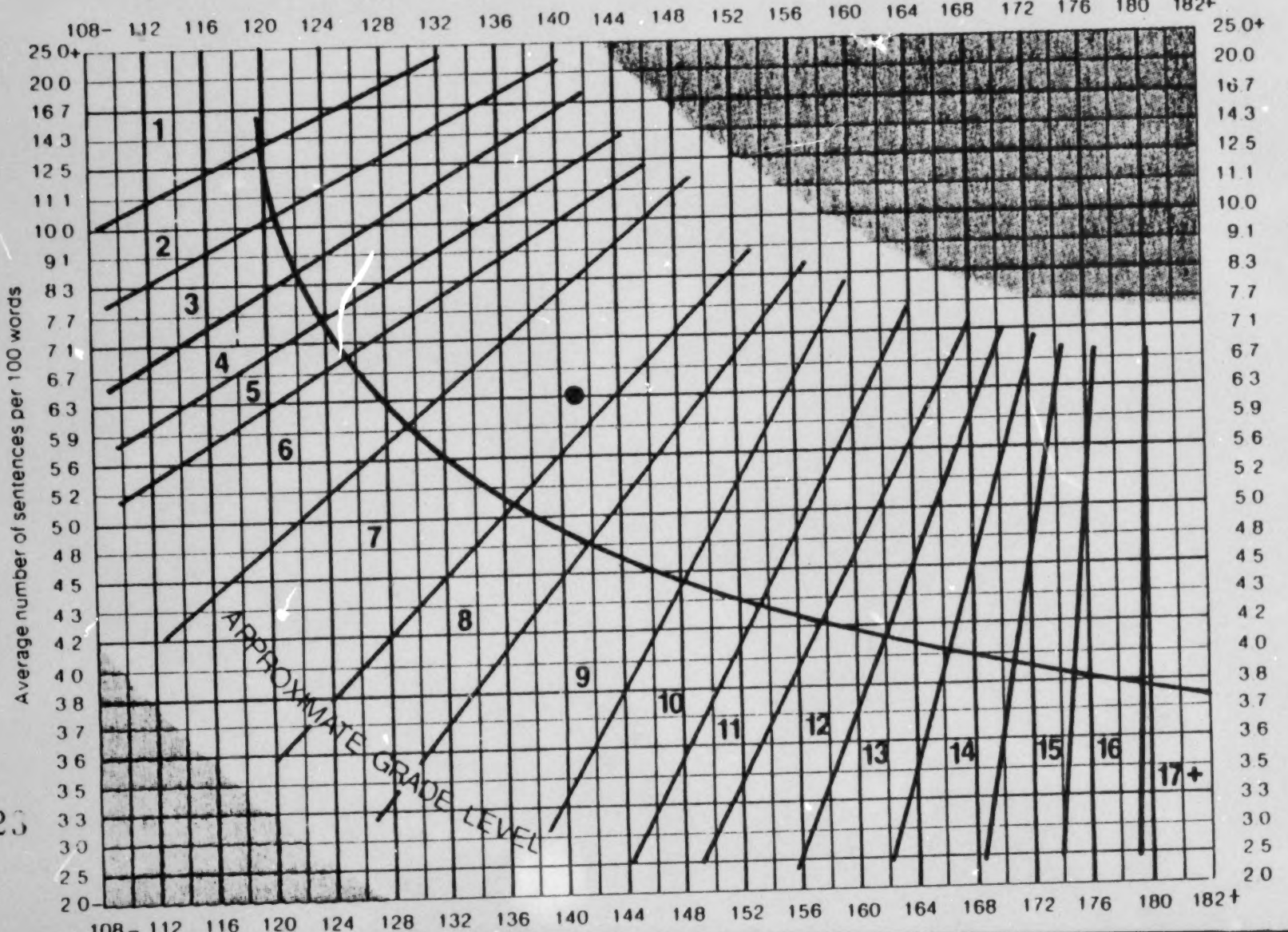
Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

FRY: ... *Readability Graph*

Figur 2

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



EVALUATING THE MATERIAL - TEXTBOOK AIDES

None of the readability formulas attempt to evaluate the concept difficulty of material because this varies according to the background, age, interest and intelligence of an individual. Therefore, the readability measure is just a guideline, one factor to consider in your selection of materials. Other factors should be the author's ease and style of writing, the number and the use of study aides such as boldface print, chapter introductions and summaries, glossary, introduction of unfamiliar vocabulary words, emphasis of main ideas, subheadings, footnotes, bibliographies, use of illustrations and questions to guide reading.

Before the final selection of material can be made, the teacher needs to evaluate the abilities and interests of the students. The objective is as close a match between the student and the material as possible. Unfortunately all students are not reading at the same level, so even with appropriate materials, some supplemental books and differentiated assignments are still necessary.

The following checklist can guide your subjective evaluation of the textbook in terms of four main factors.

	Excellent	Good	Fair	Poor	Not Included
ORGANIZATION OF MATERIAL -					
USE OF HEADINGS, SUB HEADINGS					
INTRODUCTION					
SUMMARY					
MAIN IDEAS LISTED					
ILLUSTRATIONS OF MATERIAL -					
PICTURES					
GRAPHS					
MAPS					
TABLES					
DIAGRAMS					
TIMELINES					
HANDLING OF UNFAMILIAR, DIFFICULT TERMS					
USE OF ITALICS					
CONTEXTUAL CLUES					
MEANING PROVIDED					
GLOSSARY					
PRONUNCIATION AIDES LIST					
STUDY AIDES					
QUESTIONS AT END OF CHAPTER					
USE OF COLOR FOR EMPHASIS					
USE OF BOLD-FACE PRINT					
SUBJECT INDEX					

from AN ENGLISH TEACHER'S PRIMER TO READING, B. Parrish, Kelvin Grove College of Advanced Education Press, 1977, Australia.

Techniques to improve vocabulary

The following group of activities may be presented in one's own Home Economics classes. They are intended to improve your student's reading abilities. Presented in the proper way, they will greatly interest your students at the same time they are helping them. Most of them are centered around student participation of some sort. I feel this way to be the most beneficial of all. When the student is allowed to be directly involved in the activity, the learning process is greatly enhanced. This is what is being emphasized in this section of the handbook. One may also create on his or her own their own activities. Don't feel these are the only ones that will work. Thinking up your own will be much fun for you as it will be for your students while participating.

UNSCRAMBLE THE SCRAMBLED WORDS

These words are all used in your Home Economics class. See how well you can do. The first 8 words are sewing terms and the last 8 words are cooking terms.

1. GINEWS....._____
2. LESVEE....._____
3. MHE....._____
4. TERTAPN....._____
5. RANGI....._____
6. RIZCSZOS....._____
7. ISPN....._____
8. MESA LOLAWCNEA....._____ _____
9. OONGKIC....._____
10. MSAEURE....._____
11. EPRECI....._____
12. LOI8....._____
13. SILTENUS....._____
14. LOEN8....._____
15. VNOE....._____
16. EACLN PU....._____ _____

ANSWERS

1. sewing
2. sleeve
3. hem
4. pattern
5. grain
6. scizzors
7. pins
8. seam allowance
9. cooking
10. measure
11. recipe
12. boil
13. utensils
14. blend
15. oven
16. clean up

Listed below are twenty words related to Home Economics. These words are used often in your classes so you shouldn't have any problem understanding them. If you don't know what a word means, by all means, ask your teacher or look up the definition in a Home Economics text. You are required to find the definitions of each of these words and then to create your own crossword puzzle. This includes the arrangement of words, definitions, designated "across" and "down" lists, and the answer key to your puzzle.

For fun, when you've finished your puzzle, you might want to trade puzzles with a friend and see how well you do on each other's puzzles.

Blender
Simmer
Fold
Dice
Recipe
Grate
Dairy
Stir
Peel
Bake

Stretch
Pink
Stitch
Seams
Facing
Lining
Darts
Pattern
Material
Grading

ASSIGNMENT:

To go to the grocery store or your own personal cupboard and obtain five products you usually use. Read all the labels carefully. When you are finished, jot down on another piece of paper any of the information they gave you that you feel is important to know before one uses this product. The clue words you should be looking for may include such words as purpose, caution, warning, ingredients, side effects, percentages, and the like.

Next, write a little something concerning the reading of labels. The importance of, consequences of not reading them in certain instances, and anything else you feel is relevant.

Assignment:

Go to the grocery store and locate the following:

1. 2 pounds of lean ground beef
2. 1 pound of small curd cottage cheese
3. 1 small chicken
4. 1 pound of block cheddar cheese
5. 1 dozen large grade AA eggs

For each of the items calculate the per unit cost. Comparisons may be made between different stores using this technique. Too often people go to the store and shop without ever knowing what they are actually paying per unit. This simple procedure may be used when shopping. The need for consumer awareness in today's world is increasing. Hopefully by learning how to do comparative shopping, we, the shoppers of tomorrow will benefit.

NAME Connie Smoker

CT AREA: Home Economics

GRADE LEVEL: 11th grade

NAME OF ACTIVITY: Cooking Terms (Crossword Puzzle)

OBJECTIVE OR PURPOSE OF ACTIVITY:

1. After reading the clues listed the student will be able to correctly fill in the entire crossword puzzle.
2. Student will be able to define those terms when they see them on a test or in recipies.

STUDENT PREPARATION:

1. Review any and all handouts and text to ensure recognition of crossword puzzle terms.

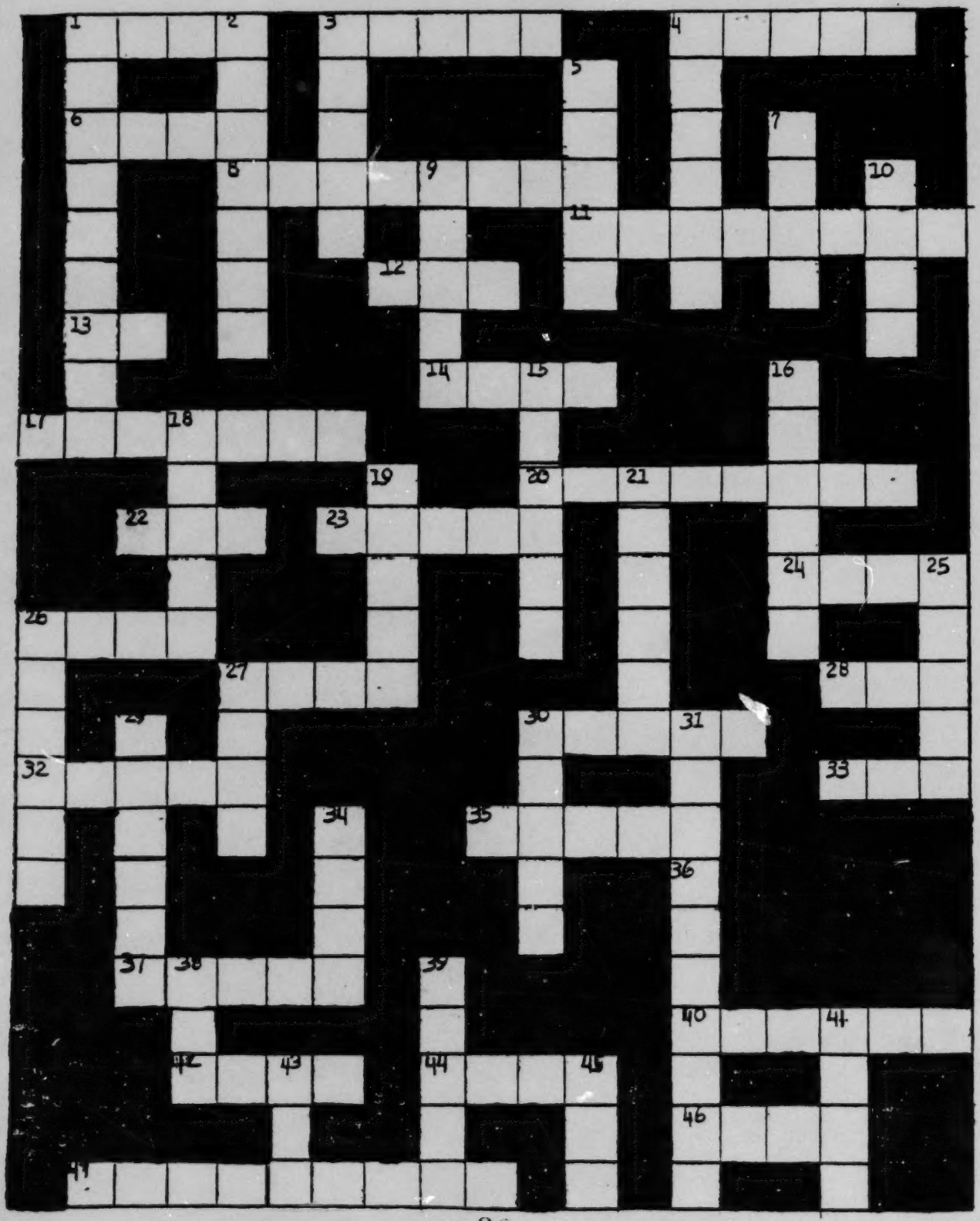
TEACHER PREPARATION:

1. Review with students cooking terms to be used on the puzzle.
2. Check to see that you have included clear and accurate clues for each crossword puzzle term.
3. Make a ditto of the puzzle and run off enough copies for your class plus a few extra copies.

PROCEDURE:

1. Explain to your students that you are going to hand out an assignment to see how well they have read their assignments and how well they listened while in class.
2. Pass out the puzzle to the class. The directions of the puzzle are self-explanatory. Puzzle will not be collected.
3. After the class has had sufficient time to complete the puzzle go over the correct answers with the class. Clarify any misunderstandings that may have occured.
4. Suggest to the students to expand their knowledge by learning the difinitions and terms they missed on the puzzle.

COOKING TERMS



ACROSS:

1. To cut with an up and down motion.
3. To break or open shells of nuts.
4. A mixture of liquid and dry ingredients stiff enough to knead.
6. To brown surface quickly at a high temperature.
8. A drink such as coffee, tea, or lemonade.
11. A scalloped dish made with cheese.
12. To preserve food by heating to creat a vaccuum.
13. The abbreviation for ounce.
14. To mix by lifting ingredients without crushing.
17. To determine quanity of a food.
20. To season by immersing in French dressing or to make tender by immersing in a solution of vinegar, juices and water.
22. Sixteen tablespoons.
23. To work one or more foods until soft by using a spoon; often applied to sugar and shortening.
24. To cook meat in a liquid below the boiling point.
26. To remove the center of an apple.
27. To change from solid to a liquid state by using heat.
28. An animal or plant product which may be either solid or liquid.
30. Primary source of heat used to cook food in a pressure cooker.
32. To separate liquid from food.
33. glass container in which foods are preserved.
35. To cook directly over or under a source of heat.
37. To rub against a untensil to tear into small pieces.
40. To cook in a small amount of fat in a frying pan.
42. To cook in a liquid in which bubbles appear.
44. Milk from which butterfat has been removed.
46. To close securely as in canning or preserving.
47. Whole milk reduced by evaporation with sugar added.

DOWN:

1. A combination of foods, usually with a sauce.
2. To boil until partly done or half done.
3. An herb with long slender leaves.
4. To coat with flour.
5. A method of developing gluten by stretching and folding dough.
7. A breakfast, lunch or dinner.
9. To cook meat in dry heat, as in a oven.
10. To pass through sieve as with flour.
15. To cook slowly just below boiling point on top of the stove.
16. To brown in fat, then cook in small amount of liquid covered.
18. Liquid or semiliquid accompaniment to food.
19. To cover cake or cookies with icing.
21. Directions for mixing foods.
25. Cooking vegetables in covered pan with minimum amount of this liquid preserves nutrients.
26. A change in milk in which solids separate from liquid part.
27. A list of food for a meal.
29. Cooking in oven, a cake or bread.
30. To julienne.
31. Flour that may be used for a wide variety of baked products.
34. To cut food into small pieces.
38. To move or pass over a surface, as with garlic clove.
39. To pour liquid over food which is being roasted.
41. To combine ingredients by gently lifting from bottom to top so that air bubbles are preserved.
43. Can be added in place of cold water to make gelatin mixture congeal or set more rapidly.
45. A general term meaning to combine ingredients.

CROSSWORD PUZZLE ANSWERS

ACROSS:

1. Chop
3. Crack
4. Dough
6. Sear
8. Beverage
11. Augratin
12. Can
13. OZ.
14. Toss
17. Measure
20. Marinate
22. Cup
23. Cream
24. Stew
26. Core
27. Melt
28. Fat
30. Steam
32. Drain
33. Jar
35. Broil
37. Grade
40. Panfry
42. Boil
44. Skim
46. Seal
47. Condensed

DOWN:

1. Casserole
2. Parboil
3. Chive
4. Dredge
5. Knead
7. Meal
9. Roast
10. Sift
15. Simmer
16. Braise
18. Sauce
19. Frost
21. Recipe
25. Water
26. Curdle
27. Menu
29. Baking
30. Strip
31. All -Purpose
34. Dice
38. Rub
39. Baste
41. Fold
43. Ice
45. Mix

TEACHING VOCABULARY BY DICTIONARY

Direct teaching of the dictionary can be a dull activity. By high school most students know how to look up words, but they may need further instruction in such skills as matching the approriate definition to a sentence, etymologies, derivations, inflectional, and diacritical markings. Some exercises concerning the above should be designed. Below are listed some ideas:

1. Providing practice in deciding which inflectional forms are likely to be treated as distinct words in a dictionary and give separate entries and which forms are likely to be treated as run-on entries.

2. Having the pupils make a list of the type of information given for an entry word.

3. Providing practice in which the pupils select from a dictionary the meaning of a word that is appropriate in a given context.

4. Providing practice in looking up the spelling of a word in the dictionary by helping the pupil decide on probable spellings of it and then looking for these in the dictionary.

5. Providing practice in pronouncing words that according to the dictionary have two correct pronunciations.

6. Providing the pupil with sentences in each of which a word is underlined and asking the boys and girls to restate each sentence without using the underlined word. An example of such a sentence is: "The boys and girls did not anticipate a big crowd."

7. Providing practice in using the abbrevations and arbitrary signs in the dictionary.

8. Having a pupil from one or two teams into which the class is divided give two guide words from a page in the dictionary and write them on the chalkboard, while a pupil from the other team names a word that would be expected to be found on that page of the dictionary and writes it on the board. This practice could be provided in somewhat the same way that spelldowns are sometimes conducted.

9. Providing practice in finding out through the dictionary the possible parts of speech of a word like effect and using it in those ways in sentences.

10. Giving help in finding various definitions of a word that may be used as different parts of speech; for example. effect as a noum or as a verb.

11. Asking the pupils to find the answers to questions like the following through using the dictionary: "Are the American robin and the European robin alike?"

12. Having the pupils make a composite list of sentences illustrating all the meanings of a word that they can think of or that they can find in a dictionary; for example: "I can run fast" or "He can run the machine

13. Having the pupil explain with the help of the dictionary the meanings of words that are homonyms, and then having them use the words in sentences,

14. Asking the pupils to look up the meaning of the word prefix and suffix, and then draw up a list of prefixes and suffixes with meanings and examples of words of which they form a part.

15. Having pupils give words containing common prefixes and suffixes.

16. Asking the pupils to look words like the following to find out which should begin with a capital letter, whatever their use in a sentence may be: river, history, Bible, Indian.

18. Having the pupil find the meaning of words that are often confused; for example: suppose and expect.

19. Teaching the pupils the most frequently used rules for syllabication, and having them divide words according to these rules and check their work in a dictionary.

20. Helping the children get meaning from illustrations in a dictionary by asking them questions about a picture or by having them explain how a given picture supplements the verbal explaination.

Dictionary races and other games can add needed motivation to dictionary practice.

<u>An English Teacher's Primer to Reading</u>
pp. 19 and 20.

HOW TO CRACK DOWN ON A WORD

1. Always search the context for clues first.

   Through the context you may catch overtones of meaning. As you do so, you may develop a psychological "set" toward the word--you may "lay" the first layer of cement for fixing the term in your vocabulary.

2. Examine the word for familiar parts.

   Take the word apart if you can. It may help to sound it out as best you can. Do you recognize any part? Guess all you can from any part you recognize. "When you do note a familiar sectio your gain is usually great. You develop a strong "set" toward the word".

3. Reach for the dictionary, if Steps 1 and 2 haven't yielded all the meaning you want.

   Now here is where your vocabulary can improve dramatically. Recall any guess you made from context. Now verify--or reject --your guess. This order of things gives you full benefit of the mental set you created by previously trying to deduce the meaning. "The more correct your guess proves to be, the more likely you are to remember the meaning. Nevertheless, if your is ridiculously wrong, you may find yourself less likely to forget the word than if you had not guessed at all."

   As you learn the meaning, try to associate the word with its derivation. The derivation is often rich with unforgettable associations.

4. Record the word, if it is one you wish to collect to work on further, on a word slip or in your vocabulary notebook.

Phillip B. Shaw, Effective Reading and Learning (New York: Thomas Y. Crowell Company, 1955), pp. 290-303.

PREFIXES AND ROOTS*

Objective: To familiarize students to word parts.

Teacher Preparation: Pick out root and prefix words related to the clothing area. Place roots on one card and prefixes on another card and have student match them up., then define or explain the word.

Student Preparation: None.

Suggestions: This exercise could be placed in an activity center for the students to use freely when needed.

Age Group: 7-9 grades.

Examples:

Roots	Prefixes
Meter	deci-
	centi-
	milli-
Facing	inter-
Stitching	under-
Serting	inter-

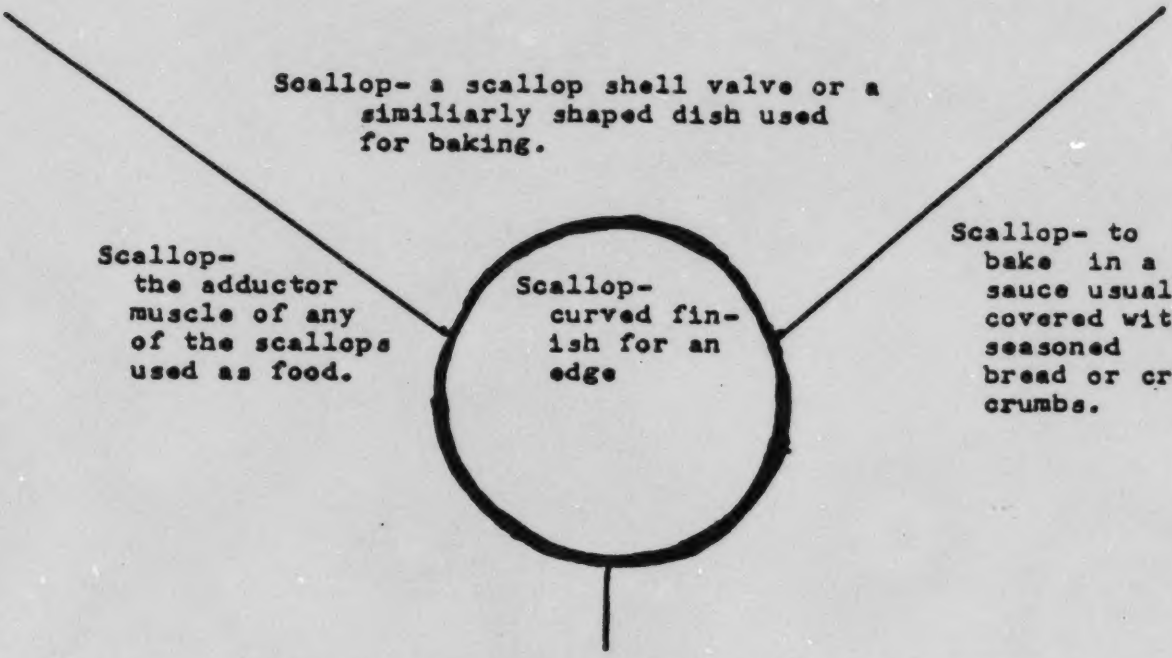
Definitions: Self - explanatory.

*Taken from "Helping Your Students Cope with the Language of Home Economics" by Barbara Jo Grittner, copy in 406B Farmer Building.

SLIPPERY WORDS*

Slippery words are those words with multiple meanings. Students may read a word in context and apply a totally different meaning to the word, thus not being able to comprehend what the author intended to express.

Dealing with these words will help unblock the students learning. Once they are aware of the multiple meanings, the students will feel free to use the word in several situations. This process enables them to build their word power.


Scallop- a scallop shell valve or a similiarly shaped dish used for baking.
Scallop- the adductor muscle of any of the scallops used as food.
Scallop- curved finish for an edge
Scallop- to bake in a sauce usually covered with seasoned bread or cracker crumbs.

The teacher could illustrate the multiple meanings of a word by drawing a diagram similiar to the one shown. The meaning relevant to the class lesson would be placed in the center with other definitions lying outside the center. Talking through each definition would help the students apply the correct definition to the classroom situation.

*Taken form "Helping Your Students Cope with the Language of Home Economics" by Candance Stafford, copy in 406B Farmer Building

WORD HISTORIES *

Vocabulary building by the use of word origins can be an exciting procedure for the students. This activity has definite values, some of which might be:

"1. A not-to-be-forgotten story may fix the meaning of a new word in mind more firmly than anything else.

"2. The story of a word may give the word new overtones for the student and enrich and extend its meaning.

"3. The romance and excitement of word origins can create word enthusiasts." 3

Enhanced students will likely form lasting intensified mental pictures when they discover the origins of the following words:

Calico- This cotton material takes its name from Calicut, India, from where it was first imported. 4

Cardigan- The popular knitted over-waistcoat, or garment superseding the waist-coat, was named after the 7th Earl Cardigan (1797-1868). He led the charge of the Light Brigade at Balaclava and afterwards became Inspector-General of Cavalry. 5

Jersey- For years the manufacture of woolens and worsted has been one of the staple industries of the island of Jersey, the largest of the islands in the English Channel. It is for this reason that we have called a particular type of a knitted and close-fitting upper garment a jersey. 6

Millinery- This is an over-all term for the hats that women wear. Millinery derives from Milan, a town in Italy that at one time specialized in hats and finery for the girls. 7

*Taken from "Helping Your Students Cope with the Language of Home Economics" by Candance Stafford, Copy in 406B Farmer Building.

SOURCES OF WORD HISTORIES

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Lambert, Eloise. Our Language, The Story of the Words We Use. New York: Lathrop, Lee and Shepard Co., 1955.

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Norman, Barbara. Tales of the Table. Prentice-Hall Inc.

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TALK THROUGH*

Talk Through is a learning process in which the teacher elicits student response. The purpose of this method is to make relationships between what the students already know and something new to them. Drawing reference from familiar situations in their everyday lives will make a comfortable atmosphere for the students. Since there is no incorrect response most students will feel free to speak up.

Example:

The teacher would put a sentence on the black board containing an unfamiliar word to the students.

Polyester is a Hydrophobic fiber.

Class discussion would follow-

"Mary I understand that you have a fear of heights. What do you call this ?" (Acrophobia)

"How about Sue who dislikes closed in areas?" She has claustrophobia.

"Ann what does the prefix hydro mean in your chemistry class?" Water

Jan, "OH, I know it is the disliking of water."

Teacher, "That's right, Polyesters do not absorb water therefore they are hydrophobic."

HYDROPHOBIC

* Taken from "Helping Your Students Cope with the Language of Home Economics" by Candance Stafford, copy in 406B Farmer Building)

BUDDY SYSTEM FOR VOCABULARY*

This system of learning vocabulary has many attributes that you might reflect upon before initiating it in your classroom.

1. The buddy system provides a learning process among peers which a teacher could not use. (Students are able to critize each other in a manner that a teacher can not.)
2. The learning process is two fold since learning takes place on both sides of the cards.
3. While each student is increasing his vocabulary he is also helping increase the vocabulary of his classmates.

Procedure: Two students are paired together. As they find words unfamiliar to them, 3" x 5" vocabulary cards are made. (See example below)

Side I (As seen by buddy who found the word)

Among the equipment in the sewing lab the <u>stiletto</u> is seldomly used by high school students.	Sentence in which the word was found.
stĭ · lĕt · ō	Phonetic Spelling

Side II (As seen by buddy playing teacher)

Among the equipment in the sewing lab the <u>stiletto</u> is seldomly used by high school students.	Sentence in which the word was found.
sti · let · o	Phonetic Spelling
small pointed instrument used in eyelet work to punch holes in fabric	Definition

*Taken from "Helping Your Students Cope with the Language of Home Economics," by Candance Stafford, copy in 406B Farmer Building)

ANAGRAMS *

The use of anagrams as a learning device would assist students in recognizing vocabulary words used in their classes.

Example:

Classroon Procedure: As a review for the students the teacher should prepare a list of anagrams. Distributing this list to each student, the students will be expected to identify the words from the given anagrams. They will also be expected to define each of the given words.

g s z i n i	sizing- finishing process applied to fabrics any yarns to give stiffness and strength.
e v s a e g l	Selvage- finished narrow border or lengthwise edge of fabric.
a t c r e	Trace- to transfer pattern symbols or a fitting mark to fabric with chalk, tracing wheel, or line of basting.
i e p l	Pile- general term applied to fabrics with a surface made of cut and uncut loops.
i a p d l	plaid- patterns of different colored bars, crossing each other to form varied squares.

*Taken from "Helping Your Students Cope with the Language of Home Economics," by Candance Stafford, copy in 406B Farmer Building)

SYMBOLS *

Objective: To acquiant students with symbols used in clothing construction.

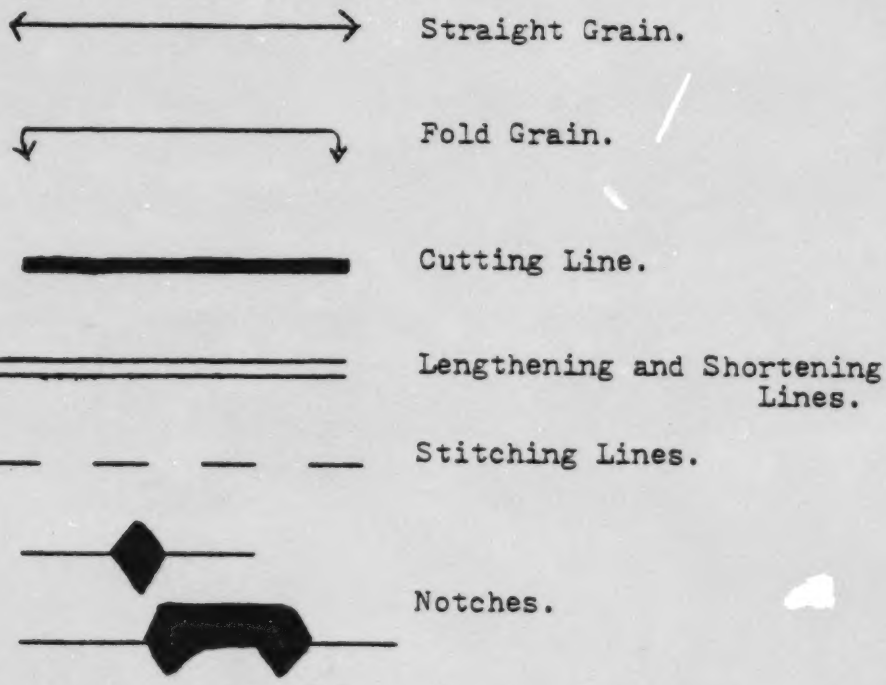
Teacher Preparation: Make up flash-cards with clothing symbols on them. Divide class into teams or groups and give points for each right answer. The student answering would be asked to explain the symbol.

Student Preparation: none.

Suggestions: This technique would probably best used after the students had been introduced to the symbols.

Age Group: 7-9 grades.

Examples:



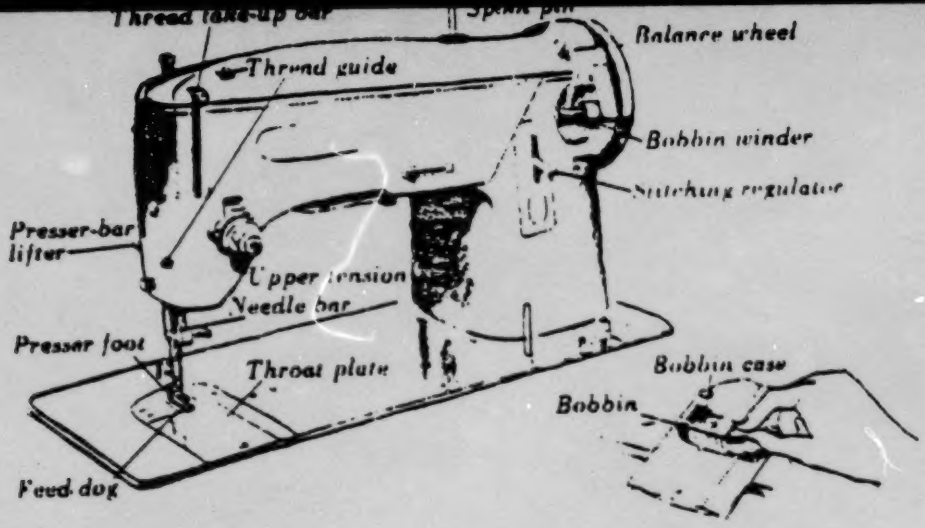
*Taken from "Helping Your Students Cope with the Language of Home Economics" by Barbara J. Grittner, copy in 406B Farmer Building.

Techniques to improve comprehension

IMPROVING COMPREHENSION SKILLS

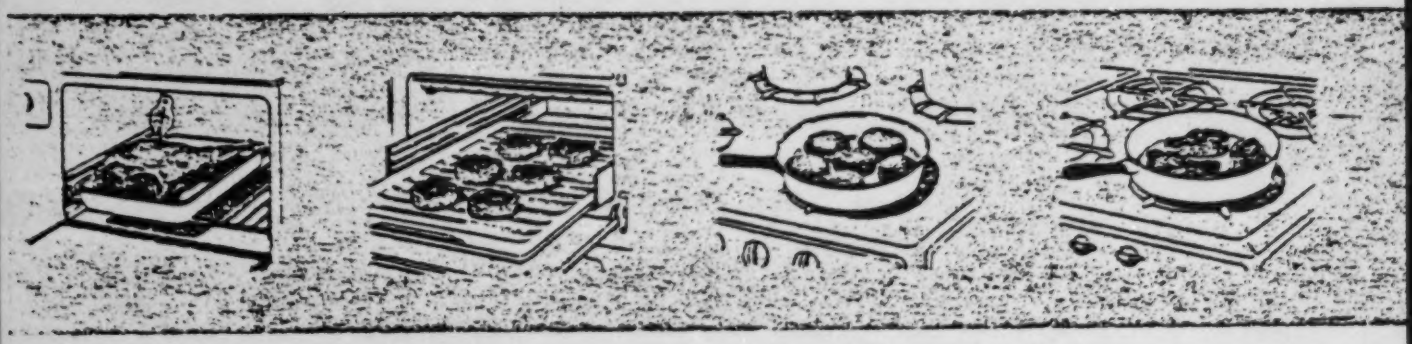
Skills in analyzing details and observing significant differences amoung words is increased by associating word forms with meaningful expe-riences. Captions under bullentin board pictures and labels on different things in a room such as, labels on cooking utensils, will help students associate words with objects.

This type of action may also be applied to the handouts used in conject ion with class lectures. A few such handouts are included to give you an example of such teaching aids.



Parts	Description and Use
Head	The complete sewing machine without cabinet or stand.
Spool pin	The spindle which holds the spool of thread
Balance wheel	The wheel at the right end of the head which starts and stops the machine
Bobbin winder	The mechanism for winding bobbins
Stitching regulator	The part which controls the length of the stitch
Upper tension	The part which regulates the looseness and tightness of the stitch
Thread guides	The parts which keep the thread in position between the spool and the tension
Thread take-up bar	A lever which moves up and down with each stitch and which works with other parts to make a locked stitch
Needle bar	The bar which holds the needle and which carries the upper thread down through the material at each stitch
Throat plate	The plate directly under the needle through which the needle passes
Presser foot	The two-toed foot which holds the fabric in place as the machine stitches, or one-toed foot for stitching zippers
Feed dog	A toothed part located under the presser foot which carries the fabric along with each stitch
Presser-bar lifter	The lever which lowers and raises the presser foot
Bobbin	The metal or plastic spool on which the thread is wound to furnish the lower stitching
Bobbin case	The part which holds the bobbin and which is located under the throat plate

Tips on "cooking methods"



HOW TO ROAST

Season with salt, pepper and herbs if desired. Place fat side up on rack in open roasting pan. Insert meat thermometer, making sure it does not rest in fat or against bone. Roast at 300 degrees F. Add no water. Do not cover. Do not baste. Roast to degree of doneness desired.

HOW TO BROIL

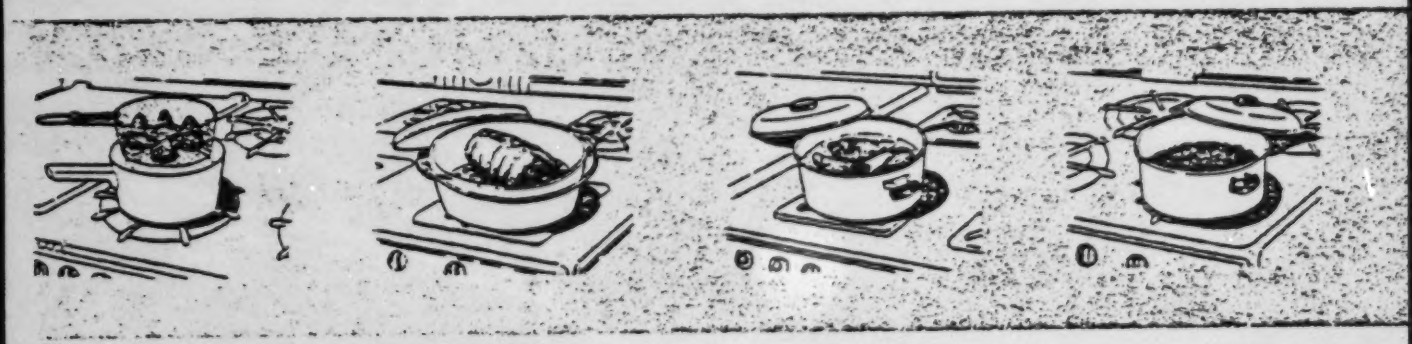
Set oven regulator for broiling. Place meat on broiler rack two to three inches from heat. Broil until top of meat is brown, season with salt and pepper, turn and brown other side. Season and serve immediately.

HOW TO PANBROIL

Place meat in heavy frying pan. Cook over low heat without adding fat or water. Do not cover. Turn to insure even cooking, pouring off fat as it accumulates. Brown meat well on both sides but do not overcook. Season.

HOW TO PANFRY

Season meat and dredge with flour if desired. Brown on both sides in a small amount of fat. Do not cover and use moderate temperature for frying. Brown well on both sides, drain, serve at once.



HOW TO DEEP-FAT FRY

Coat meat with seasoned flour, batter or with cornmeal, eggs and crumbs. Fry a few servings at a time in enough fat to cover meat, using approximately 350 degrees F. temperature for frying. Continue to cook until meat is done inside and is golden brown and crisp outside. Remove from frying kettle and drain; serve at once.

HOW TO BRAISE

Brown meat on all sides in hot fat in heavy utensil. Season. Add small amount of liquid, if necessary. Cover tightly and cook at simmering temperature until tender.

HOW TO SIMMER LARGE CUTS

Cover meat with hot or cold water. Season with salt and pepper. Cover kettle tightly. Cook slowly, allowing to simmer but not boil. Add vegetables, if desired, just long enough before serving to be cooked.

HOW TO SIMMER STEWS

Cut meat in one to two inch pieces and brown on all sides in fat if desired. Browning is not essential, however, if you prefer unbrowned stews. Season. Cover with water and cover kettle tightly. Cook slowly until done. Add vegetables just long enough before serving to be cooked properly.

IMPROVING COMPREHENSION IN READING

Descriptive writing often attempts to give the reader a word picture of its subject. Below is a short passage which describes a country garden. read it carefully.

On the back, without referring to the passage, fill in the country garden as it was described. Make the drawing simple.

From the immense guest room we looked down upon the pleasant country garden. It was rectangular in shape and shaded from the west by three massive trees. Opposite our windows to the north gleamed an oval swimming pool and its right were two cabins where guest could dress or rest after swimming. Next to the house and running parallel to it was the tennis court flanked on the far side bt three giant umbrellas.

STRUCTURED OVERVIEW

A method of presenting vocabulary terms in a reference to the reading material or understanding of an unit.

HOW??????

STEP 1. Complete steps 1 and 2 of the Task Analysis procedure.

Step 2. Arrange the vocabulary into a schema that shows the interrelationship amoung the concepts.

STEP 3. Add to the schema vocabulary concepts which will more clearly depict these interrelationships.

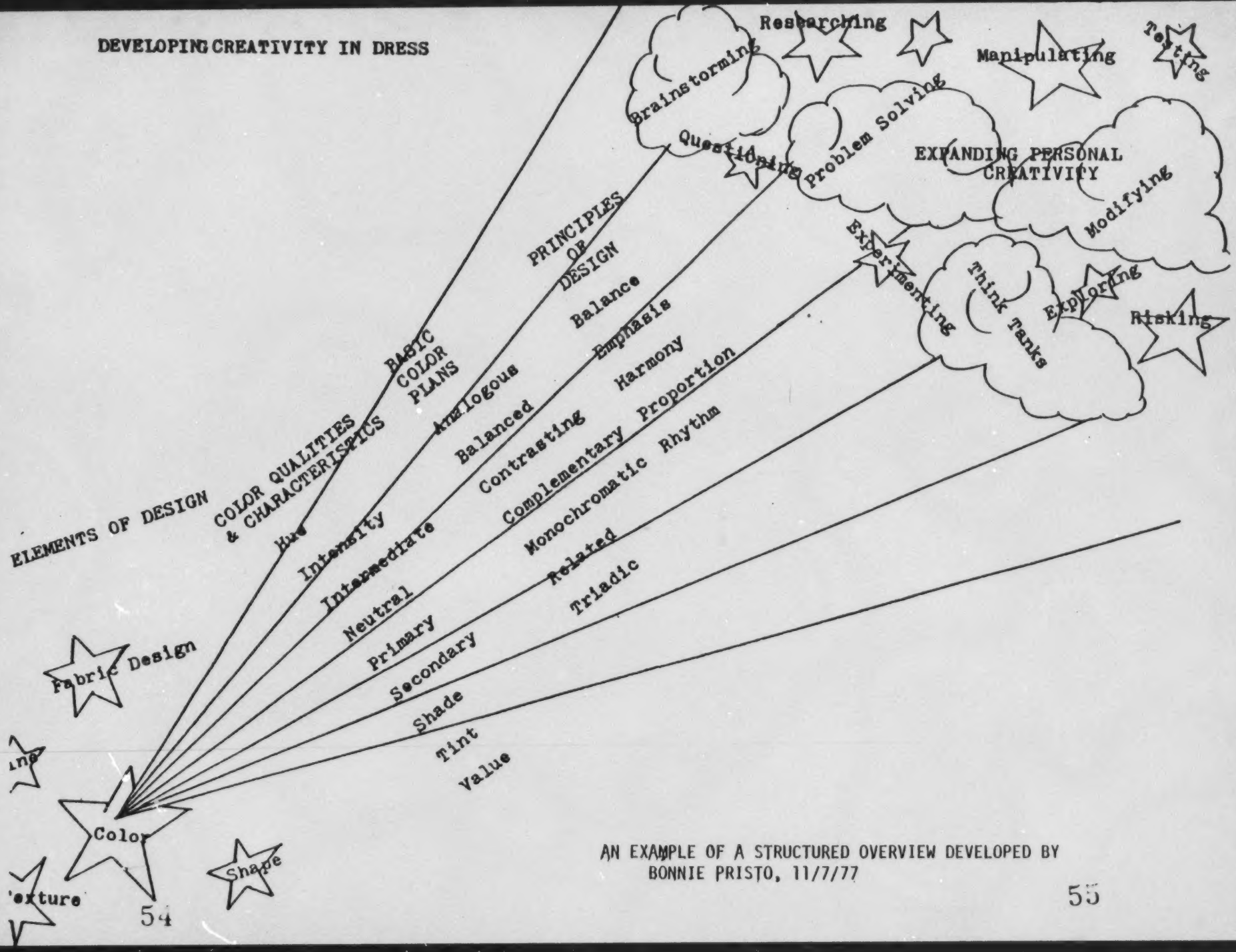
STEP 4. Evaluate the overview. Is it clear? Can it be simplified without loss of meaning.

STEP 5. When introducing the overview, display the schema and briefly explain why it is arranged as it is (or let the kids try it). Encourage student input.

STEP 6. Continue use of the overview for the duration of the unit, relating new concepts and vocabulary as the need arises.

BE AS CREATIVE AND VERSATITLE AS POSSIBLE when developing the schema. Throughout the semester use different designs, flow diagrams, pictures, outlines, and materials (transparencies, mobiles, bullentin boards, charts, posters, labels, etc.) and all sorts of attention-getting techniques.

B. Parrish
ASU/1977


DEVELOPING CREATIVITY IN DRESS
Researching
Manipulating
Testing
Brainstorming
Questioning
Problem Solving
EXPANDING PERSONAL CREATIVITY
Modifying
Experimenting
Think Tanks
Exploring
Risking
PRINCIPLES OF DESIGN
Balance
Emphasis
Harmony
Proportion
Rhythm
ELEMENTS OF DESIGN
COLOR QUALITIES & CHARACTERISTICS
BASIC COLOR PLANS
Hue
Intensity
Intermediate
Neutral
Primary
Secondary
Shade
Tint
Value
Analogous
Balanced
Contrasting
Complementary
Monochromatic
Related
Triadic
Fabric Design
Color
Shape
Texture
AN EXAMPLE OF A STRUCTURED OVERVIEW DEVELOPED BY
BONNIE PRISTO, 11/7/77

B. Parrish
ASU/1977

TASK ANALYSIS

TASK ANALYSIS: A self-preparation exercise for teachers to be done BEFORE a reading assignment is given. It helps the teacher plan activities to facilitate the understanding of the major concepts, words, and processes needed for the assignment.

HOW???????

STEP 1. Identify the major concepts of the chapter or assignment. These concepts are those ideas that you want your brightest students to know.

STEP 2: Identify the key vocabulary words. These are the specialized and technical vocabulary words that carry the meaning of the major concepts or the words that are necessary to the understanding of the activity.

STEP 3: Identify the processes and/or skills that need to be applied in the assignment. These could be listening, observing, following directions, following a sequence, interpreting charts, pictorial matters, and any of the various comprehension skills and study skills.

STEP 4: Set priorities of the major concepts. Label them thus:

MI (Most Important) - Those concepts which all students should be able to understand and learn

I (Important) - Those concepts which most of the students should be able to understand and learn

LI (Least Important - Those concepts expected of the brightest students to understand and learn

Bonnie Prista
11/7/77

TASK ANALYSIS--Guide to Modern Clothing by Sturm, Grieser, Lyle, and Roberts.

Chapter 2: Developing Creativity in Dress

Overall Objective: The students will be able to understand the elements and principles of design as they relate to clothing and creatively apply their understanding to personal clothing selection.

Major Concepts:

1. Expanding Personal Creativity--(LI)
   Vocabulary
   a. Brainstorming (t)
   b. Experimenting (t)
   c. Exploring (t)
   d. Manipulating (t)
   e. Modifying (t)
   f. Problem Solving (t)
   g. Questioning (t)
   h. Researching (t)
   i. Risking (t)
   j. Testing (t)
   k. Think Tanks (t)

2. Elements of Design--(MI)
   a. Color (t)
   b. Fabric Design (t)
   c. Line (s)
   d. Shape (s)
   e. Texture (t)

3. Color Qualities and Characteristics--(I)
   a. Color Wheel (t)
   b. Hue (t)
   c. Intensity (s)
   d. Intermediate (s)
   e. Neutral (s)
   f. Primary (s)
   g. Secondary (s)
   h. Shade (t)
   i. Tint (t)
   j. Value (s)

4. Basic Color Plans--(I)
   a. Analogous (t)
   b. Balanced (s)
   c. Contrasting (s)
   d. Complementary (s)
   e. Monochromatic (t)
   f. Related (s)
   g. Triadic (t)

5. Principles of Design--(MI)
    a. Balance (s)
    b. Emphasis (t)
    c. Harmony (s)
    d. Proportion (s)
    e. Rhythm (s)

The following skills will need to be applied in the assignments:
    1. Retaining facts.
    2. Following a sequence.
    3. Comparison and contrast.
    4. Interpreting pictorial matters and charts.
    5. Synthesizing ideas with others.

NOTE: "s" denotes specialized vocabulary words.
"t" denotes technical vocabulary words.

HERRINGBONE

What is it?

Herringbone is a student-directed study method that outlines the main ideas of a piece of writing.

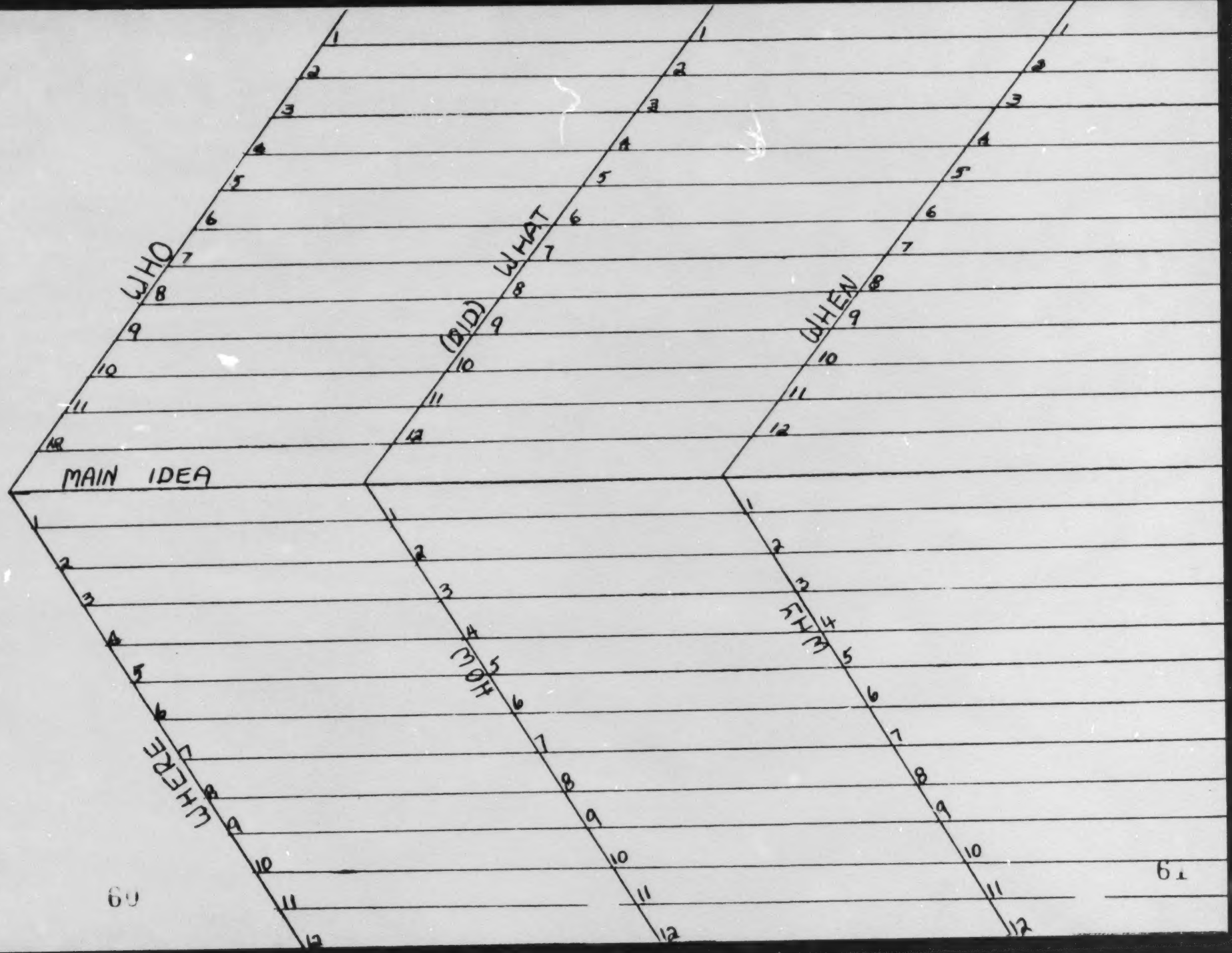
When would I use it?

Herringbone is used to help students understand and organize what they read from their text. After class presentation ans subsequent practi sessions, the student could elect to use the Herringbone technique to do their chapter reading assignments.

How do I do it?

1. Provide herringbone forms for the students to examine.
2. Discuss the Who? What? When? Where How? and Why? sections and how to identify statements that will answer these questions.
3. Students first read the subsections or paragraph (depending upon the lenght of the material) and stops.
4. From memory the student fills in herringbone lines for each category that applies. Students are instructed to do this from memory so that the information goes through the thought process.
5. As a class, may want to go back and check together. Feedbcak step.
6. Then read next section and fill in herringbone from menory. Read, Recall, Feedback.

Leslie Gray and Kathy Steele


WHO
WHAT
(DID)
WHEN
MAIN IDEA
WHERE
HOW
WHY

PREVIEW AND WRITE

What is it?

Preview and Write is a self-directed study technique that a student can use to take notes from a chapter. The process provides the student with a purpose for reading and helps to organize important information for study.

When would I use it?

This study method is especially good to help students become independent learners. Explanation and directed practice is necessary to help master the technique. When students feel comfortable with Preview and Write, you can provide them with the form and have them work independently. Periodic checks and practice might help to assure success.

How do I do it?

1. Duplicate copies of the forms and distribute to students.
2. Have students identify the subtitles of the chapter.
3. As a group have students read the first subtitle of the chapter. They then respond to the clues of the subtitle by devising a question they feel reading of that section will answer.
4. Record question on the form in the appropriate box.
5. Read for the answer to your question. When the answer is found, stop.
6. Record the answer on the form in as brief way as possible, main ideas or abbreviations.
7. Go on to the next subtitle; devise a question; read for the answer; record answer, ect.

Students questions will vary, but they are permissable questions as long as they are answered in the reading. If questions can not be answered, then you need to guide the student to ask more specific questions by responding to the author's clues.

Depending upon how long and detailed the material to be read is, the basic form can be varied. Instead of one form for the whole chapter a Preview and Write form could be filled out for each subsection of the chapter. Then, perhaps as a review, the students could condense the most important information into one form.

STEPS IN THE SQ3R METHOD

1. Survey or Skim the material for clues to content and organization.

   a) Major headings for each section
   b) Topic sentences, including statements in italics or boldface type.
   c) Subpoints in an outline (any "listing" device).
   d) Pictures, charts, diagrams, maps (illustrative material).

2. Questions based on the survey guide the reader's thinking.

   a) Ask questions based on the headings of each section.
   b) Use any study guides provided by the author or teacher.

3. Read to answer your questions.

4. Recite to check comprehension and to utilize information.

   a) Write brief summary statements to questions in step 2.
   b) Discuss ideas orally in class.
   c) Organize major points and key phrases in outline form.
   d) Utilize study techniques which have proven effective for you--such as underlining key sentences, taking brief notes, restating ideas in different words, etc.

5. Review for immediate and delayed recall.

   a) Reread notes to recall major points.
   b) Utilize quizzes to check memory for details.
   c) Test your answers to questions in step 2.
   d) Utilize skimming and scanning techniques to refresh memory and distribute learning.

Special References:

Francis P. Robinson, Effective Reading. New York: Harper & Row, Publisher 1962.

Don H. Parker, SRA Reading Laboratories (Teacher's Manual and Pupil's Record Book). Chicago: Science Research Associates, Inc., 1959-1967.

READING FLEXIBILITY

The role of purpose and speed are impotant to reading comprehension process. The reader should make a diliberate decision concerning both of these (and to evaluate difficulty) before he or she reads anything.

The interaction between speed and purpose is illustrated in the chart below.

Speed	Purpose
1. Scanning - 1500 w.p.m.	Locate information
2. Skimming - 1000 w.p.m.	Survey, Overview
3. Speed Reading - 600-700 w.p.m.	Locating certain details Main Ideas
4. Study Reflective 250 w.p.m.	Maximum Understanding
5. Reflective Reading 75-100 w.p.m.	Following Directions Evaluating Ideas To read aloud Reflect on content

These activities will build, or improve, the reading flexibility of students:

1. Set up time limit appraisals to determine the value of a quick look at table of contents, titles, subtitles, and pictures to gain an overall idea of the contents.

2. Set up time limit tests to see how much general contents and/or details can be learned from looking at each paragraph quickly and noting italics, dates, and figures.

3. Compare the time necessary to read a section of a seventh grade book with the time necessary to read a section of the same length in a book written for high school juniors.

4. Compare the time necessary to read a section of a book when the reader wants to generalize with the time necessary to read the same section when he wants to find specific details.

5. List purposes for which pupils might read and determine the possible speed of reading for each purpose.

6. Compare the time necessary to read sections of the same leng in different types of literatu : essay, novel, poetry, play news story, problems in mathematics, a law report or directions on a commerical product or a game.

7. Determine speed of reading and repetitions necessary for memorization of general concepts and of details by trail and tests with parallel paragraphs

8. Compare reflective reading wit story reading of the same nove by different persons when both are reading for pleasure.

LESSON PLAN: Directed Reading/Thinking Activity.

Levels of Comprehension:

A. Literal	I
B. Interpretive	II
C. Critical	III
D. Creative	IV

This activity can be spread out over 3-4 class peroids.

Procedure:

1st period.

Discuss with the students as active participants:

A. interest
B. knowledge
C. misconceptions
D. significance of topic

) regarding current issue: "Natural Foods".

Inform students of a reading assignment to be started the following Class period.

Teacher preparation of:

A. Copies of editorial
B. Copies of Vocabulary List
C. Copies of Word Scramble.
D. Copies of Study Guide.

2nd Class period.

1. Request students to read article using the USSR method(no questions)
2. Encourage student discussion of topic relying on previous experience and viewpoints regarding natural foods.
3. Distribute Vocabulary Lists.
   Request students to start on Vocabulary list relying on their knowledge of the word. If a student requests help with a word the Talk-Through method can be employed involving all students to find the meaning of the word.

con't: Lesson plan.

7. Supply the students with the Word Scramble.
   Assign completion of Voc. List and Word Scramble for home.
   (Sramble will be graded)

3rd Class Period.

8. Request students to turn in both assignments.
9. Teacher initiates a discussion period regarding the assignments (technique Recall method)
10. Distribute copies of Study Guide, assign as home work. return vocabulary list.

4th Class Period.

11. Request students to turn in completed Study Guides and store reports.
12. In-depth discussion (class) follows regarding assignment no. 20 of study guide, "Visit of Stores".

Sheet B.

WORK SHEET.

Read the sentences and try to unscramble the word as it fits in. You may write a synonym down, if you understand the sentence but are unfamiliar with the word.

1. My father is an assistant sales-manager for a company on Main street. Just last week he received a _____ as the sales-manager.
   ONIOTOMRP

2. John bought his bicycle for $20.00. He cleaned and painted it and sold it to Joe for $ 25.00. With the $ 5.00 _____ John purchased the book he wanted to read.
   ITROFP

3. Research in the field of food _____ often provides us with the _____ data that is needed in the _____ of better products.
   GYLONOCHET CIFITIENCS RETUFACNUMA

4. The wiring on the electric crock-pot is faulty, it will be send back to the manufacturer since the _____ is still valid.
   ANTEREAGU

5. "Would you bring these apples and oranges to your Aunt Jessie? She appriciates fresh fruits and vegetables a great deal since she is a _____ and does not eat meat."
   TAGEVERINA

ALL words on this work sheet are from your Vocabulary List.

Three Level Reading Guide

Read the editorial once more and answer all questions.

I

1. What is a natural food and can you name a few?
2. Where are natural foods grown?
3. What does the story tell you about foods?
4. Who supports the claim that natural foods are better?
5. Why do garden-fresh vegetables usually taste better?

II

6. Many people thing that natural foods are superior in nutritive value. State why they claim this?
7. Dr. Short, a professor of Nutrition at Syracuse University does not share this opinion, describe in your own words the most important one?
8. Can you compare the quality a basket of home-grown oranges against a basket of fresh oranges bought in the supermarket?
   Describe: a. Why you can

   b. Why you can not

   (answer either a. or b.)
9. Which qualities would you compare?
10. Do you feel that home-grown fruit may be inferior to store-bought fruit?

    Describe:

11. Re-read paragraph 5, do you agree or disagree with Dr. Short's statement and why?

III

12. Reading the entire editorial can you describe in your own words why this editorial was written and published in the paper?
13. Do you feel that the food faddists are sometimes inconsistent in their statements and why do you feel that?
14. Read paragraphs 1 and 7, can you identify the way the health food promoters make their claims!
15. Do you feel that the health food faddists are equally represented (in this article) as Dr. Short is?
    If not state why you feel this way?
16. Do you feel, that the health food promoters rely too much on assumptions without the backing of scientific data?

VI

17. You now understand the word faddist.
    Describe in your own words the word faddist, also as it is meant and used in paragraph 5.
18. Can you descrive what, in your own words, a natural food is?
19. Read paragraph 8 and discuss the ways of food storage:
    A. on the shelves in the grocery store

    B. in the bins of the health food store

20. Do you object when your mother buys honey in a health food store?
    A. Why do you object?

    B. Why do you think it is alright?

    (Answer either A or B)

IV 21. Visit a Health food store and a Grocery store in your neighborhood (take a friend along if you wish), you may ask your mother if you can help her do some shopping, and observe and compare the ways the owners:

    A. Display their merchandise.
    B. Store their foods. (look also at the cold storage).
    C. Handle the foods.
    D. Keep their foods clean.
    E. Keep their stores clean.

You may make the notations on what you found on this sheet.

PROCESS- STUDY GUIDE - CAUSE/EFFECT SKILL

Directions- Read the cause and in the blank space provided write the effect. Use the words at the bottom of the page.

Cause	Effect
Mixing flour and water is essential for the starch to swell, what is the effect of this.	_____
Salt has two major effects in breadmaking.	_____
What is the effect upon using leavening agents.	_____
When yeast is combined with a warm liquid and sugar, what is the effect on the enzyme zymase.	_____
Fat is added to flour mixtures to give tenderness in texture and to improve the flavor and browning, how does fat effect the gluten.	_____
Eggs improve the flavor, color and tender texture, what is the effect after the bread has been baked.	_____
Sugar provides food for the yeast plants, what is the effect of the gluten in the flour.	_____

starts fermentation retards development gluten CO_2

enhance flavor lightness shortens the strands delay the growth of yeast

PROCESS GUIDE - COMPARISON/CONTRAST SKILL

UNIT ON MILK

Directions- Based on your class notes and understanding place the letter of the different types of milk in the blank before those statements which best describe it.

A. raw	D. fortified	G. dehydrated	J. condensed
B. cream	E. yogurt	H. non-fat dry milk	
C. homogenized	F. evaporated	I. buttermilk	

_____1. Fermented milk, is usually made from whole homogenized milk, but it may also be made from lowfat or non-fat dry milk.

_____2. Milk produced by a process which removes all moisture, leaving essential nutrients in concentrated form.

_____3. Evaporated and sweetened is about 42% sugar. It is used mostly for desserts, candy, ice cream and beverages.

_____4. Unprocessed milk as it comes from the cow.

_____5. Is the least expensive form of milk. It contains all the nutrients of whole pasteurized milk, except fat and vitamin A.

_____6. Whole milk that has been processed to break tha fat globules into a fine emulsion so that they are evenly suspended through the milk.

_____7. Is nearly always "cultured" milk, made from skimmed milk by adding a culture of lactic acid bacteria as a starter and then fermenting the mixture.

_____8. Is made by adding to whole or non-fat milk such nutrients as 400 International Units of vitamin D.per quart. Vitamin A and milk solids may be added.

_____9. Milk produced by heating pasteurized homogenized whole milk in vacuum tanks to draw 60% of the water in vapor. The milk is then canned, sealed, and immediately sterilized by heat.

_____10. Heavy, which is usually 35 to 40 percent fat and is used for whipping to top desserts, or as part of frozen and chilled desserts.

This is an exmple of the Reading Tips in E. Thomas and H. Robinson, IMPROVING READING IN EVERY CLASS. Allyn and Bacon, 1977.

DIRECT SUCCESS WITH DIRECTIONS ON PACKAGE MIXES

PART I—READING THE DIRECTIONS

1. **"Pre-read"** the entire **directions.** Read them through once-over-lightly to get a general idea of the materials and procedures.

   Check to see if you have all the necessary equipment and ingredients.

2. **Reread** the **directions** precisely.

   Notice that they're written in simple, concise, easy-to-grasp steps.

   Make a complete stop after each step, if necessary, to be sure you understand just what you are to do. Try to form a mental picture of yourself carrying out each step.

   Study the "here's how" illustrations. These will save you working time. Though many processes are difficult to explain in words, you can get "instant insights" from an illustration.

   It takes just a glance to see that the topping mix goes in the center as well as on top.

   Be alert for action words. Turn to the glossary of your cookbook to clear up terms you do not know. Blend and beat may seem to differ only slightly, but there's a decided difference in the action called for—and a world of difference in the way your coffee cake may turn out.

   Focus sharply on descriptive words—such as glass, round, or square pan. These can be critically important.

   The oven temperature often changes with the type of pan used.

   Reread as often as necessary for a thorough understanding of the procedures.

   A single error in any step may make the kitchen where you're working a "disaster area."

> TAKE TIME FOR PRECISION READING!
> SAVE TIME WHEN THINGS GO RIGHT!

PART II—CARRYING OUT THE DIRECTIONS

1. **Assemble** all the equipment and ingredients you'll need. Double-check the directions to be sure you have everything ready.
2. **Attend** to preliminary steps like these:

   Preheat the oven.

   Grease and flour the baking pan.

Cinnamon Streusel Coffee Cake *

PREHEAT OVEN TO 375°. (350° for glass pans.)
Generously grease and lightly flour bottom of 8 or 9-inch round or square pan.

BLEND in small (about 1½ quart) mixer bowl
Coffee Cake Mix
1 egg
½ cup milk
at low speed until all ingredients are moistened.

BEAT **2 minutes** at medium speed or 300 strokes with a spoon.

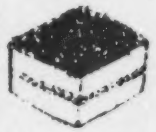
SPREAD half of batter in pan; sprinkle with half of **Topping Mix.** Spread with remaining batter and sprinkle with remaining Topping Mix.

BAKE 375°

8-inch pan	35 to 40 minutes
9-inch pan	30 to 35 minutes

Serve warm.

* Reproduced from Pillsbury Cinnamon Streusel Coffee Cake Mix.



3. Now **carry out** each step in the process.

   The order of steps is critical.

   Measure accurately with standard measuring equipment.

   Be precise with amounts, timings, and temperatures. Quantitative measures flash a bright red warning signal. They're "danger-spots"!

   Time carefully. Notice the time specified for beating.

   Beating for "two minutes" means precisely two minutes. It's difficult to guess two minutes accurately.

4. **Time** the cooking process precisely.

   When the time for a process is specified, it's essential to use a clock or timer.

   Note that the timing may change with the type of pan you use.

5. In case of failure, **reread** the directions. Search out the cause and **vow** to succeed next time. Failures are usually due to your interpretation of the directions, not to the contents of the package. Package mixes are perfectly tested for a perfect product.

CRITICAL READING.

Teaching techniques and activities:

1. Compare different biographies of the same person. Check the facts given in the two sources and compare with other resources. Which facts are historically true and which are legendary?

2. Compare and contrast concepts gained from books with present-day practices. (family relationships, standards of living, ideas about discipline, life in other lands, climate, geography, mores...)

3. Read and compare reports of the same event appearing in the newspapers from different publishers; note the variations.

4. Find different views on a subject and discuss which are most valid - and why.

5. List authorities in specific areas and discuss whether their writing should be accepted or not. Determine why or why not.

6. Compare newspaper versions with those offered by radio and television news commentators.

7. Explore several books or articles by an author to discuss his interests, viewpoints and feelings.

8. Examine articles from the various columnists, and discuss each one in terms of personal opinion versus facts, biases, radical ideas, and attempts at sensationalism. The same procedure can be used with magazine articles, pamphlets, and books.

9. Develop criteria with the class, such as author's background, position, experience with the subject, prejudices, style of writing, and date of publication for use in determining the competence of the author.

10. Who is the author? What are his interests? What is his occupation? What are his experiences? What background does he have in this subject? How did he gather his information? Why did he write this book or article? Is his reasoning sound? What evidence does he offer to support his conclusions or generalizations? What seems to be his intent?

11. Develop an idea and have pupils find relevant and irrelevant information and valid and invalid information concerning the idea.

12. List facts and opinions offered in a selection and discuss ways in which these may be distinguished.

THE USE OF NEWSPAPERS IN THE CLASSROOM.

The newspaper is a powerful and current tool to assist students in improving their reading skills. It is important that all newspapers be used for purposes of comparison. One copy of a newspaper may give sufficient practice to last an entire week. The more the teacher knows about the scope and sequence of reading skills, the more possible the skilful use of newspapers becomes. Two sources of ideas are: Teaching Today, A Guide to Using Newspapers in Class at all Grade Levels, available from the Newark News, Newark, New Jersey and A Daily Text for Thinking, published by the Republic and Gazette, Box 1950, Phoenix, Arizona 85002. The charge for the latter is $ 1.00. Newspapers help students understand their world, deal with new data, learn problem solving techniques, evaluate information and sources, understand the responsibilities of citizenship and improve consumer practices.

The following are a few suggestions to help you until you have time to send for your own copies:

1. Questions to ask:
   What information does the first page of a newspaper give you?
   What day is the newspaper the heaviest?
   What day does it have the most comics?
   What day does this paper carry the most advertisements?
   What aids are there to find something you want in the newspaper? (pages numbered and index).
   How do you use the classified section?
   How far across a line of print do you read?
   Do two newspapers have the same kind of headlines?
   How many are there daily? Weekly?
   How does a newspaper get its news?
   How is it printed? (Of course, it would be great to see one printed).
   What is the difference between a freelance writer and a correspondent?
   How many editions are there?

con't: Use of newspapers.

How does this newspaper differ from a weekly magazine?
Which parts are particularly for women? For men?
How much space is given to advertisements? Cost per page?
What skill do you use when you are looking for the sports page?
When are you reading fastest: when slowest?

2. Give a page of print to students. Ask them to draw a line under all words they know in thirty minutes. Put the page away and bring it out at the end of the year (or any other time motivation may be needed) for the students to respond to the same request. Compare.

3. Find examples of propaganda and expose methods.

4. Discuss the significance of "alleged", "perhaps", "police say", "observers say", "on good authority", "reliable sources", etc..

5.. Compare reports of same news item in different newspapers.

6. Have students draw a line under words that start with "pre", etc.

7. Collect "teen" topics.

8. Start a scrapbook on special interests.

9.. Make a side by side comparison and contrast of a "tabloid" with an other newspaper.

10. Find examples of such writing as name calling, prejudice, innuendo, slanted writing, etc.

11. Find two diametrically opposed columnists and contrast them as to what they said and how they said it.

12. Draw a cartoon.

13. Write a Home Ecomonics review of a movie.

14. Discuss responsibility of newspapers in screening advertising.

15. Discuss how authentic headlines are.

16. Collect many pictures, charts, maps and new items. Have students classify and defend clasification system.

17. Put statements with pictures to make a "True" or "False" excercise. Example: Picture of a shoe. Statement says: "This is a picture of a hat. The shoe is brown. Some shoes are blue and some are black". Students put "T" before the statement which is true.

18. Ask students to select a picture and tape a statement which could be printed in the newspaper.

19. Collect a group of advertisements showing different prices for the same thing. Then make true and false questions.

20. Give weekly grocery money and tell to spend wisely from advertisements.

21. Set up problems which the newspaper can aid in solving. Ex: Big sister needs an apartment within a certain price range. Brother wants a new car, etc.

22. After some time you might want to ask for responses to questions similar to thses:
    a. If I were a newspaper I would _____
    b. My favorite part of the newspaper is _____
    c. The part of the newspaper I hate most is _____
    d. If I mess up my father's newspaper he _____
    e. If I could buy one newspaper, it would be _____
    f. I wish the newspaper had a special section about _____
    g. If I could be a newspaper editor, I would _____

con't: Use of newspapers.

23. Point out that news headlines are based on the first papapraph and reflects the main ideas. Ask the students to look for examples of the inverted pyramid style which is peculiar to newswriting.

24. Have students bring in news stories, cut off the headlines and shuffle them. Give number to match to a small group of students.

25. Collect advertisements. Cut off captions.Have students match.

26. Use bulletin board for news stories centered around Home Ecomonics which affect our daily life.

27. Have students think of new ways to use newspapers in class. One might be a "tough" one for a friend who is also dreaming up a "tough" one for you.

28. Collect a group of advertisements showing different prices for the same item- orange juice, television sets, etc. Or, even, weather maps. Then make true and false statements and ask questions.

29. Analyse the position of news stories on the front page or the editorial page. Which story did the editor think the most important? (Most important top of column 8. News above fold more important.)

30. Discuss values of ads. (Enable the readers to afford paper, move goods, services and raise standards for benefit of consumers.)

31. Discuss source of news. Special local areas to which reporters are assigned: staff correspondents, reporters assigned to the State or National afeas or to strategic foreign locations; wire services, news gathering agencies which collect news from all over the world.

32. Use short editorials for listening skills tests.

33. Give notes in random order, as if from a reporter's notebook. Have students practice excercising news judgement by rearranging the notes to put the most important items first, then the next and so on in descending order of importance.

34. Have students write to the editor.

35. Have class list the public services the paper gives.

36. Reproduce a short excerpt from an interesting news story leaving out every tenth word. Have students fill in the blanks, then compare with the full-length story.

37. Assign skimming exercise. Set a time limit. Ask students to find a news article about a disaster. Write its headline. Name of movie advertised, or topic of a editorial, etc.

38. Using grocery ads, plan meals for three days which provide a balanced diet. Be sure to include all of the basic food groups.

39. Find five ads for cloths made of different materials. Classify them as either synthetic fibers, natural fibers or skins. What are the cloths you are wearing today made of.

40. Are there any articles in your newspaper about consumer protection reports? (These may concern automobile safety standards, food quality standards, etc.) Write a paragraph which summarizes the article. Be sure to answer the following questions: What consumer protection agency is involved? What scientific evidence is given? Is that evidence convincing?

41. Find the caloric content in five different foods listed in a grocery ad. List them in increasing order.

con't: Use of newspapers.

42. Read an article about medical discoveries or treatments. Write about a time when you went to the doctor. How did he care for you?

43. List the names of as many different foods as you can find in the newspaper. Draw a picture of each one.

44. Find an article in the paper which deals with the treatment of a disease or an injury.
Answer the following questions:
a. Who is the patient?
b. Who is the doctor in charge?
c. Where is the treatment taking place?
d. What is being done?

45. Find a newspaper article about a crop (such as corn or wheat). Write a few sentences telling what the article says.

ALTERNATE LEARNING PACKET

What is it?

The alternate learning packet is a means by which a student who is having difficulty acquiring information from the text can use another source of information to obtain the same understanding. Any media form can be structured to include as little teacher direction as possible and guide the student independently through the learning process.

When would I use it?

When experience has shown that there are students who cannot handle the textbook as a source of information, an alternate learning package can be devised. Any chapter can be approached and studied in this way.

How do I do it?

First, the concepts of a unit of study need to be outlined so that no matter what means the student uses to acquire the information he has learned the important concepts. The task analysis is one way of setting up the vocabulary, concepts and skills for the alternate learnig package.

There is no one right way to design the learning package. Depending upon what media forms are available for the material to be covered, there are several possibilities:

Film	Record
Filmstrip	Lower level text
Tape	Rewritten version

In some way the student should be guided through a step-by-step process, which might include vocabulary development, question and answer, and/or follow up activities and application.

Techniques to improve study skills

Carol Cary

Listening Skills: PAQV

Purpose — Give them a purpose. 1. Listen for ideas. 2. Be selfish- try to get something out of the selection for yourself. 3. This is important for it will be on the test! Direct reference.

Active Anticipation — Read, stop, ask what is coming next. Watch TV, turn it off. Ask what is next. Record something around school. Ask them to identify what it is.

Questioning — After lecturing or giving directions ask students immediately questions pertaining to the material. This will reinforce the knowledge.

Verbal and non-verbal cues — Call students attention to the cues that are a sure indication the points being made are most important. After a few weeks of class the students may be able to point out the various verbal and non-verbal cues to the other students. Teach them to look for raising or lowering of voice, hand gestures, or eye contact and posture of the teacher.

CHECKLIST OF STUDY SKILLS

Some teachers may want to use this checklist to find out those study skills in which students are deficent. The checklist may be used also as an outline around which instruction can be planned.

STUDY SKILLS	LEVEL OF STUDENT"S PREFORMANCE POOR	FAIR	GOOD
I. SELECTION AND EVALUATION			
Can the study do the following?			
a. recognize the significance of the content			
b. recognize important details			
c. identify unrelated details			
d. find the main idea of a paragraph			
e. find the idea of a larger selsction			
f. locate topic sentences			
g locate answers to specific questions			
h. develop independent purpose for reading			
i. realize the author's purpose			
j. determine the accuracy and relevancy of information			
II. ORGANIZATION			
Can the student do the following?			
a. take notes			
b. determine relationship between paragraphs			
c. outline single paragraphs			
d. outline an entire chapter			
e. outline sections of a chapter			
f. summarize single paragraphs			
g. summarize larger units of material			
III. LOCATION OF INFORMATION			
Can the student do the following?			
a. find information through a table of contents			
b. locate information through the index			
c. use a library card catalog to locate materials			
d. use the Reader's Guide to Periodical Literature to locate sources of information			
e. use an almanac to obtain data			
f. understand and use various appendixes			
g. use glossaries			
h. use encyclopdia to locate information			
IV. FOLLOWING DIRECTIONS			
Can the student do the following?			

LEVEL OF STUDENT"S PERFORMANCE

POOR FAIR GOOD

a. see the relation between the purpose and the directions
b. follow one-step directions
c. follow steps in sequence

V. GRAPHIC AIDS

Can the student do the following?

a. understand the significance of pictorial aids
b. read and interpret graphs
c. read and interpret tables
d. read and interpret charts
e. read and interpret maps
f. read and interpret cartoons
g. read and interpret digrams
h. read and interpret pictures

Karlin, Robert. Teaching Reading in High School. New York: The Bobbs-Merrill Company, Inc., 1972. p. 187-8.

Student's Name_____

GET ACQUAINTED WITH YOUR TEXTBOOK

Name of subject _____

Title of Textbook_____

Author(s)_____

Copyright date _____ Has book been revised? _____

The preface, forward, or introduction are essentially the same thing--a chance for the author to explain why he wrote the book, the approach he took, and the limits or scope of the work. It gives the student a chance to get in step with the author by getting a clear picture of what the author is trying to accomplish.

Read carefully and completely the preface, etc. in your book, and then summarize briefly what it says.

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When the author includes a TO THE STUDENT comment in the introductory part of the book, it particularly important that you read and understand it. Your attitude and approach may be significantly affected by this special message to you.

If your text has this, summarize what the author is saying to you.

_____

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A bibliography is a list of authors and their works relating to a given topic. Sometimes a bibliography is given in your text to show what works your author consulted in writing his text; sometimes it is included to suggest reading you may do to supplement what you are reading in your text. There may be one big bibliography at the end of the book, or a small one at the end of each chapter.

Check the bibliography in your text and list below two or three authors and titles that interest you.

_____

_____

Many extra helps are included in most textbooks. Try to locate each of the following. Take some time to think carefully of how each one you find may be of help to you. Answer yes if your text has the following and answer no if it does not.

Pictures? _____ Illustrations or diagrams? _____ Graphs?_____

Footnotes? _____ Headnotes? _____ Marginal notes? _____

Maps? _____ Questions at the end of the chapters? _____

Summaries at the end of the chapters? _____ Practice exercises? _____

Topographical aids such as: words in italics? _____

bold face print? _____

underlined words? _____

extra large words, capitals ? _____

QUESTIONS TO DEVELOP PROPER USE OF TEXTBOOKS

1. What is the title of your book?
2. When was it published?
3. Why should you notice the date of publication?
4. What study guides can you find in your book?
5. Where is the table of contents?
6. Where is the index?
7. Where is the word list or glossary?
8. Does your book have a preface or introduction?
9. Does your book have an appendix?
10. Does your book have a bibliography?
11. How do you feel about the approach the book takes?
12. Does your book have many pictures?
13. Does your book have many tables, diagrams, graphs, etc.?
14. How many pages does your book have?
15. Who is the author of your book?
16. Does your book use bold print or italics for new vocabulary?
17. Does your book offer activities at the end of each chapter?
18. How would you rate this book overall?
19. Would you recommend it to others?
20. Why?

Techniques to stimulate reading

POPULAR BOOK TITLES FOR HOME ECONOMICS TEACHERS

Family
Sounder, Armstrong, W.
A Long Day in November, Gaines, R.
Reqiiem for a Princess, Arthur, R.
Wfere the Lilies Bloom, Cleaver B. and V.
Family Failing, Arundel, H.
Nothing Ever Happens Here, York, C.
Sing Down the Moon, O'dell, S.
Mom,the Wolf Man and Me, Klein, N.
Of Love and Death and Other Journeys, Holland, E.
Walking Away, Winthrop, E.
The Night Daddy, Gripe,N.
Twin Spell, Lunn, J.
My Daddy Lives in a Downtown Hotel, Munn, P.
Dinky Locker Shoots Smack, Kerr, M.
Dollar Man, Dazer, H.
The Boy Who Could Make Himself Disappear, Platt, K.
A Figure of Speech, Mazer, N.
Tiger Kitten, Zuckerman, A.
The Year of the Three Legged Deer, Clifford, C.
Getting It ALL Together, Dickenson, C.
In a Blue Bird's Eye, Kornfield, A.
The Human Comedy, Saroyan, W.
Red Sky at Morning, Bradford, R.
None of the Above, Wells, R.
Day No Pigs Would Die, Peck, R.
Jesus Song, Kundson, R.
Nobody Waved Goodbye, Haggard, E.
Pistol, Richard, A.
Remove Protective Coating a Little at a Time, Donovan, J.
Mr. and Mrs. Bo Jo Jones, Head, A.
Phoebe,Dizenzo, P.
Richie, Thompson, T.
Ellen, Levit, R.
Summer of My German Soldier, Greene, B.
Run, Shelly, Run, Samuels, G.
Pudd'nhead Wilson, Twain, M.
Lovechild, Hanes, M.
The Friends, Guy, R.
Eric, Lund, D.
Daddy was a Numbers Runner, Meriwether, L.
Songs My Mother Taught Me, Thomas, A.
If Beale Street Could Talk, Baldwin, J.
Listen for the Fig Tree, Mathis, S.
A Cry of Angles, Fields, J.
Chicano, Vasquez, R.
A Husband's Notes About Her, Merrian, E.
Be Not Afraid, White, R.
The Day that Went Terribly Wrong and Other Stories, Burton, H,
Letters to a Black Boy, Teague, B.
Mama's Bank Account, Forbes, K.
Member of the Wedding, McCullers, C.
The Red Pony, Steinbeck, J.
The Search For Anna Fisher, Fisher, F.

USING FICTION IN A HOME ECONOMICS CLASS

CONCEPTUAL FRAME WORK FOR A LESSON PLAN

Lesson Title: Family Life Education

Length of Time: 2 weeks

Level of Learners: 9th Grade

Rationale: Family Life Education is an organized approach to providing each individual with appropriately graded information and experience which will give one appreciation of herself, her family and her society; and help her to achieve maximum physical, intellectual, emotional, social and spiritual growth: live haromiously with menbers of her own and of the opposite sex; and fulfill successfully her role both as a person and as dynamic force in the family life of her time. Education for family living involves any and all life experiences which help human personality deveolp to its fullest capacity as a member of future family--those which equip the individual to solve most constructively the problems unique to her family role.

Goal Statement:
1) Deveolp individual competences and motivations for effective family and family related life experiences.
2) Meet constructively the challenges related to family life experiences.
3) Become a responsible member of the larger family of man.

Topic	Condition	Performance	Critiria
1. Family Relations	1. Given a fictional account, "The Boy Who Could Make Himself disappear".	1. The learner will identify the fullfillment or nonfullfillment of the basic needs: A. love B. security C. sense of worth D. New experience.	1. For at least 3 of the 4 basic needs and consisent with previously cited reference sources.
2. Emotions	2. Given a list of anxiety producing emotions abstracted from the book to be read for class. (hate, fear, rejection, jealously, loneliness, anger.)	2. The learner will list at least one constructive method for dealing with each emotion.	2. As recognized by the Arizona Department of Public Health.

Topic	Condition	Performance	Critiria
3. The Marriage	3. Given a fictional account, a situation requiring personal adjustment in marriage and the following exemplary list of major adjustments, A. Learning to share B. Adjusting to lack of privacy C. Use and management of family resources. D. Learnign to communicate(verbal and nonverbal) E. Accepting ones partner's family and friends.	3. The learner will state which of the listed personal adjustments was needed.	3. For at least four of the five major adjustments.
4. Emotional Needs	4. Given the book, "The Boy Who Could Make Himself Disappear", and the following list of five of the typical emotional needs of the young child. A. Love B. Anger C. Fear D. Jealousy E. Shyness	4. The learner will liat how the needs(of the boy) were or were not fulfilled by the parents.	4. For at least four of five emotional needs.
5. Divorce	5. Given a fictional account, "The Boy Who Could Make Himself Disappear".	5. The learner will list a minimum of two problems incountered by Roger as a direct result of his parents divorce.	5. As related in the book "The Boy Who Could Make Himself Disappear".

MAJOR LEARNIG RESOURCES:

Platt Kin, The Boy Who Could Make Himself Disappear. Chilton Book Company, Philadelphia, 1968.

Constructive Methods for Dealing with Emotions. Arizona Department of Public Health.

USING FICTION IN A HOME ECONOMICS CLASS

ACTIVITY

After reading the book,"Dear John" written be Olle Lansberg, you are to complete the following activity. The class is to divide in half. One half of the class is designated as "male" and the other half as "female".

Since the book "Dear John" is centered around male/female relationships, some of which are successful and some of which are not, we feel it a good idea to play-act similar situations.

A "male" and a "female" are to be assigned as a couple. The teacher will then distribute theoretical scenes of a relationship to each couple. The couple will then have a few minutes to acquaint themselves with the situation and come to what they feel would be the best way to go about handling the situation. Each couple will then get their turn to "play-act" the scene in front of the rest of the class. When each skit is finished, the entire class will then have the opportunity to discuss what they've just seen. Hopefully they will come to a group consenses as to the best solution.

By play-acting these skits, the students will get somewhat of a first-hand experience with the situation encountered. If, in their own lifetimes they run into a simialr situation, this little bit of experience they were exposed to will hopefully be of some help to them. If they are fortunate enough to avoid such situations, they will still be introduced to the fact that they can and often do happen.

Bibliography of books and articles related to reading

SUGGESTED READINGS FOR HOME ECONOMICS TEACHERS

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Tacionis, Francis B., "Use the Printed Word Creatively," What's New in Home Economics 33:9+, May-June, 1969.

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May, Rollo. Man's Search for Himself. Dell Publishing Co. 1953.

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Burron, Arnold and Amos L. Claybaugh. Using Reading to Teach Subject Matter. Columbus, Ohio: Charles E. Merrill, 1974.

APPENDIX

SEWING GLOSSARY

Backstitching Is done on many machines by simply moving a lever to reverse.

Basting A large stitch sewn 3/8 inch from the edge of the fabric. It is a temporary stitch.

Bias The diagonal direction of the fabric.

Catch-stitch This stitch can be used over an edge to hold it flat or inside the hem. Take a very short stitch in the top layer of the fabric. Continue to alternate up and down, keeping the upper and lower rows of stitches the same distance.

Clean finish Used on light and medium weight fabrics that ravel. Stitch 1/8 inch from the edge of each seam allowance. Turn edge under on stitching line. Stitch close to folded edge.

Clip Usually a solid line on a pattern. Meaning that the fabric must be clipped along that line during construction. Or it is done after a seam is sewn which allows the fabric to lay flat once it is turned.

Crosswise fold Folding the fabric along the width of the material.

Cut end The end of the material that has been cut.

Dart Are indicated by two broken lines for stitching and a solid line for folding. Are sewn wide end to narrow end. Darts help garment conform to body curves.

Directional stitching Indicated by arrows on seamline. Show the proper direction for sewing; preserving grain alignment.

Easing Gathering of material uniformly so as to create a fullness.

Edge-stitching Stitchin on the end of piece to give decorative appeal.

Facing Material sewn to garment and folded to the inside. Used on most garments. Offers a rounded edge look.

Gather To create a "puckered" look on a garment. Fitting a larger amount of material into a space less its size.

Grain

Lengthwise - Runs vertically. At right angle to the crosswise grain.

Crosswise - Runs horizontally from selvage to selvage, and is at right angle to the warp.

On grain - A fabric is on grain when the lengthwise and crosswise threads run at right angles to each other.

Off grain - when the two sets of threads don't run at right angles to each other, or the crosswise thread curves towards the fabrics center.

Hem The turning up and stitching of a raw edge in order to hide fraying edges and to give a more finished look.

Interfacing A third layer of fabric, used between garment fabric and a facing to give area support, shape or crispness. Collars, necklines and cuffs usually use interfacing.

Join To bring together to sew. Usually done with pins.

Layer To cut away material of one width in order to prevent bulk.

Mark To designate placement. Usually done with chalk.

Match To line up coreectly two notches, pieces of material, lines, etc.

Overcasting Used on raw edges to help prevent the fabric from unraveling. Usually worked from right to left. Slanted stitches about 1/8" deep and 1/4" apart.

Pink To cut with pinking shears.

Pivot To turn in the designated direction.

Pleat A flat double fold in the material. Pressed or stitched in place.

Reveling The unweaving of fabric. Makes frayed edges.

Regular stitch From 12 to 16 stitches per inch, depending on the fabric weight.

Reinforce About 20 stitches per inch. Used for strengthening the stitching line at points of strain.

Seamline Long broken lines on a pattern. Placed 5/8" from cutting line.

Selvage The lengthwise ends of a piece of fabric. Usually bonded.

Single thickness One thickness of fabric.

Slip-stitch Invisible stitch from both sides. Used for a turned edge.

Stay-stitching Regular machine stitching used to hold fabric grain on bias or curved edges. Sewn 1/8" from seamline.

Tailor's tack Work with a long unknotted thread. Tacks are placed at designated dots. A small stitch through the pattern and both fabric layers leaving a 1" thread end. Take a second stitch over the first, leaving a long loop. Cut thread, leaving 1" end. Cut through top of loop.

Top-stitching Stitching done on the finished garment 1/4" away from seam. Adds decoration and strength.

Trim To cut away excess material.

Under-stitching — A row of regulation machine stitching parallel to the seamline. Done on the right side of the facing to prevent the edge of the facing from rolling to the right side of of the garment.

Your sewing glossary will be of much help to you in your sewing career. Use it as often as possible and these terms will become part of your everyday vocabulary. Sewing terms are also offered on the actual pattern itself. Many people are not aware of this. Read your pattern instructions thoroughly. They will be of great help to you. They are written in very simple terms, easy for all to understand.

(There is an 18 page Glossary of Cooking Terms available, developed by the same girls - Cindy Bonomi, Connie Smoker, and T. Krisentoen. You may obtain a copy of this by asking your Instructor.)